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bulletin

Equal Protection in Public Education: 1954-61

The First Investigation

Staffing the Nation's Colleges and Universities

The Image of the College Professor

The Salary Problem of the Submerged Percentage

Report of the Nominating Committee

Report of the Committee on Professional Ethics, 1961

Academic Freedom and Tenure:

South Dakota State College

a publication of the American Association of University Professors

VOLUME 47 • NUMBER 3

Announcements and Reminders

Council Meeting

The autumn meeting of the Association's Council will be held in the Conference Room of the American Council on Education, Washington, D.C., on Friday and Saturday, October 27 and 28. Council members will stay at the Executive House.

Annual Meeting

The Association's Forty-eighth Annual Meeting will be held in Chicago, Illinois, at the Morrison Hotel, on Friday and Saturday, April 27 and 28, 1962.

Fall Membership Campaign

It is hoped that all Association members will assist in making the final phase of the 1961 Membership Campaign a success by issuing membership invitations to nonmember colleagues and graduate students. Application forms for this purpose will be found at the end of this issue.

Change in Dues of Active Members

By action of the Council, dues of Active members will be increased to \$10.00 beginning January 1, 1962. In taking this action, the Council stipulated that the present \$8.00 dues would continue for Active members whose base salaries for the normal academic year are less than \$6000. Dues of other membership classifications remain as follows: Associate \$4.00; Junior \$3.00; Emeritus \$1.00.

Proposed Constitutional Changes

Several proposed constitutional changes, to be acted upon at the Annual Meeting in Chicago, are listed in the Record of the Council Meeting printed in this issue.

The Half of One Per Cent Club

To provide the necessary funds for expansion of the Association's activities, members of the Association are invited to join the Half of One Per Cent Club. As described by Professor Bentley Glass in the *Bulletin* (Winter, 1958, pp. 713-14), members of the Club, who will remain anonymous, contribute one half of one per cent of their academic salaries to support the work of the Association. All that is necessary is that interested persons send their names to the General Secretary and declare their intentions. At present there are twenty members of the Half of One Per Cent Club.

Gifts to the Academic Freedom Fund

Members and friends of the Association are again encouraged to contribute, in however modest amounts, to the Association's permanently established Academic Freedom Fund (see Spring, 1959, *Bulletin*, pages 82-84) so that the Fund's invested principal may earn an annual sum sufficient to provide meaningful aid to individual teachers and faculties at institutions of higher education where significant threats to academic freedom arise. If anyone wishes to give support to the Academic Freedom Fund in the form of a bequest, he should address a letter of inquiry about appropriate testamentary language to the General Secretary.

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Association Membership

General Procedures

Membership in the American Association of University Professors is open to teachers and research scholars on the faculties of approved colleges and universities (those on the lists of the established regional or professional accrediting agencies, subject to modification by action of the Association), and to present or recent graduate students of those institutions.

A prospective member must fill out the appropriate application blank, and send it to the Washington Office for the checking of eligibility. Lists of new members are sent to chapter and conference officers four times each year.

The membership year in the Association is the calendar year (January 1 through December 31). A person whose application is received in the Washington Office before May 16 becomes a member effective as of January 1 of the current year and receives the year's four issues of the *Bulletin*. A person whose application is received between May 16 and August 15 becomes a member effective as of July 1 of the current year, and receives the Autumn and Winter issues of the *Bulletin*, unless he requests that his membership become effective as of January 1 of the current year. If he so requests, he should forward \$10.00 with his application form (\$8.00 if his base salary for the academic year is less than \$6000). A person whose application is received after August 15 may be admitted promptly to membership, but he will not be liable for dues until the following year. If he wishes to make his membership retroactive to July 1 he should submit \$5.00 or \$4.00 (depending on his salary) with his application form.

Membership by Application and Admission

Active. One is eligible for Active membership if he has at least a one-year appointment to a position of at least half-time teaching and/or research, with the rank of instructor or its equivalent or higher or other acceptable evidence of faculty status, in an approved institution. Annual dues are \$10.00 or \$8.00 depending upon the member's salary.

Junior. One is eligible for Junior membership if he is, or within the past five years has been, doing graduate work in an approved institution. Annual dues are \$3.00. One may not become a Junior member if he is also eligible for Active membership, and a Junior member must be transferred to Active membership as soon as he becomes eligible.

Joint Membership. A husband and wife who are both Active members may request a joint membership, whereby they will receive only one issue of the *Bulletin* and the dues of one will be reduced by \$3.50. A husband and wife who are both Junior members may request a similar arrangement whereby the dues of one are reduced to \$1.00.

Membership by Transfer

Associate. If an Active or Junior member becomes a college or university administrative officer with less than half a normal teaching or research program, he must be transferred to Associate membership. This does not apply to librarians with faculty status or to department heads; they remain Active members. Annual dues are \$4.00.

Emeritus. Any member retiring for age from a position of teaching or research may, at his own request, be transferred to Emeritus membership. Annual dues are \$1.00.

Continuing Membership

Once admitted, a member may change his occupation or transfer to an institution not on the Association's approved list without affecting his eligibility for continuance of membership.

Suspension or Resignation

A member who wishes to have his membership suspended must notify the Washington Office in writing. During the period of suspension, which may be for either one or two years but cannot exceed two, he will remain on the rolls as a member but will not receive dues statements or the *Bulletin*. Following the suspension period, which runs on the calendar year, the member will receive a statement in January for the coming year's dues and be automatically returned to the *Bulletin* mailing list. A member who wishes to resign must also notify the Washington Office in writing. Otherwise he will be carried in the membership files for one calendar year following the last year in which he paid dues, and will incur an obligation for dues. However, he will not receive the *Bulletin* after the Spring issue. Requests for suspension or notices of resignation should be received by the end of January in order for the member to avoid an obligation for dues for that year. If they are received later, dues will be prorated on a quarterly basis.

Reinstatement

One who wishes to resume his membership after it has lapsed should not go through the process of application and admission again, but should write to the Washington Office asking to be reinstated. For present Association policy concerning reinstatement, see *AAUP Bulletin*, Winter 1960, p. 426.

New Members

From May 16, 1961, through August 15, 1961, 1192 persons were admitted to Active membership and 46 to Junior membership.

Censured Administrations

Investigations by the American Association of University Professors of the administrations of the several institutions listed below show that, as evidenced by a past violation, they are not observing the generally recognized principles of academic freedom and tenure endorsed by this Association, the Association of American Colleges, the Association of American Law Schools, the American Library Association (with adaptations for librarians), the American Political Science Association, the American Association of Colleges for Teacher Education, the Association for Higher Education of the National Education Association, the Eastern Psychological Association, the Eastern and Western Divisions of the American Philosophical Association, and the Southern Society for Philosophy and Psychology.

Placing the name of an institution on this list does not mean that censure is visited either upon the whole of the institution or upon the faculty, but specifically upon its present administration. The term "administration" includes the administrative officers and the governing board of the institution. This censure does not affect the eligibility of nonmembers for membership in the Association, nor does it affect the individual rights of members at the institution in question. This list is published for the pri-

mary purpose of informing Association members, the profession at large, and the public that unsatisfactory conditions of academic freedom and tenure have been found to prevail at these institutions. Names are placed on or removed from this censure list by vote of the Association's Annual Meeting.

Members of the Association have often considered it to be their duty, in order to indicate their support of the principles violated, to refrain from accepting appointment to an institution so long as it remains on the censure list. But since circumstances differ widely from case to case, the Association does not consider it advisable to assert that such an unqualified obligation exists for its members, and leaves it to the discretion of the individual to make the proper decision.

The censured administrations, with dates of censuring, are listed below. Reports were published as indicated by the parenthesized *Bulletin* citations. Reference should also be had to the annual survey of the General Secretary, the latest being "Developments Relating to Censure by the Association," *Bulletin*, Spring, 1961, pp. 40-47, and to "Report of Committee A, 1960-61," *Bulletin*, Summer, 1961, pp. 135-144.

The Jefferson Medical College of Philadelphia (Spring, 1956, p. 75)	April, 1956
North Dakota State University of Agriculture and Applied Science ¹ (Spring, 1956, pp. 130-160)	April, 1956
Catawba College (Spring, 1957, No. 1A, pp. 196-224)	April, 1957
Auburn University ² (Spring, 1958, No. 1, pp. 158-169)	April, 1958
Dickinson College (Spring, 1958, No. 1, pp. 137-150)	April, 1958
Texas Technological College ³ (Spring, 1958, No. 1, pp. 170-187)	April, 1958
Fisk University ⁴ (Spring, 1959, pp. 27-46)	April, 1959
Lowell Technological Institute (Winter, 1959, pp. 550-567)	April, 1960
Allen University (Spring, 1960, pp. 87-104)	April, 1961
Benedict College (Spring, 1960, pp. 87-104)	April, 1961

¹Formerly North Dakota Agricultural College.

²Formerly Alabama Polytechnic Institute.

³Censure was voted specifically on the Board of Directors, and not on the institution's administrative officers.

⁴Censure was voted specifically on the Board of Trustees, and not on the institution's administrative officers.

Equal Protection in Public Education: 1954-61

By DANIEL H. POLLITT

In 1956, in accordance with by then well-established doctrine, the federal court in Louisiana declared that the state school segregation laws were unconstitutional¹ and ordered the New Orleans school board to discontinue segregated education.² Three years later, the federal court, having fought off state legislation designed to nullify its original mandate, ordered the school board to present a plan for orderly desegregation by May 16, 1960.³ On the appointed day, however, the school board reported that it had no authority to prepare a "desegregation" plan because of new state legislation. Thereupon the federal court declared this state legislation (providing that only the state legislature could desegregate public schools in cities of more than 300,000 population) unconstitutional, and itself devised a plan of desegregation: viz., that "All children entering the first grade may attend either the formerly all white public schools nearest their homes, or the formerly all Negro public school nearest their homes, at their option."⁴ When, on June 2, the federal appellate court refused to "stay" this integration order, a state judge issued an order at the request of the Louisiana attorney general enjoining the New Orleans school board from desegregating the school system; and on August 18, 1960, Governor Jimmy Davis "seized" the New Orleans school system. Ten days later the federal court retaliated with an injunction prohibiting the governor, the attorney general, the state judge, the Orleans Parish school board and its superintendent from enforcing or acting under the state court injunction. At the same time the federal court held

that a number of statutes were unconstitutional.⁵ For good measure the federal court issued an order to the state attorney general to show cause why he should not be punished for criminal contempt of court for insulting the judges during oral argument and for referring to the court as a "den of iniquity."⁶ The school board was told to execute the court's plan of desegregation on November 14, 1960, the beginning of the second quarter of the school year. On November 13, the day before the scheduled school opening, the state superintendent of education declared a school holiday, and the state legislature adopted a resolution dismissing the New Orleans school board, its superintendent, and its attorney. The federal court, on the next day, declared these measures unconstitutional and invalid,⁷ and five Negro first graders attended two previous all-white New Orleans primary schools. The results are well known to all newspaper readers. There were race demonstrations and beatings; the two "integrated schools" were boycotted by the whites; the white minister who daily braved the "cheerleaders" (the name given the mothers seeking to enforce the boycott) to escort his daughter to school was subjected to physical assault and verbal abuse and obscenity; and the other white family that violated the boycott was similarly subjected to coercive social pressure and forced to leave town when the father lost his job.⁸

¹ *Bush v. Orleans Parish School Board*, 138 F.Supp. 336 (E.D. La. 1956).

² *Bush v. Orleans Parish School Board*, 138 F.Supp. 337 (E.D. La. 1956).

³ *Bush v. Orleans Parish School Board*, 268 F.2d 78 (5th Cir. 1959), 4 *Race Rel. L. Rep.* 581 (1959).

⁴ *Bush v. Orleans Parish School Board*, 5 *Race Rel. L. Rep.* 387 (E.D. La. 1960).

⁵ *Bush v. Orleans Parish School Board*, 187 F.Supp. 42 (1960). Among these were Act 496 of 1960 (authorizing the governor to seize and operate schools on a segregated basis); Act 256 of 1958, L.S.A.-R.S. 17:336 (right to close any school ordered integrated); Act 495 of 1960 (right to close all the schools in the state if any one is integrated); Act 542 of 1960 (right of governor to close any school threatened with violence or disorder); and Act 333 of 1960 (withholding free textbooks, free lunch program, and other state financial resources from integrated schools).

⁶ These developments are set forth in chronological order beginning at 5 *Race Rel. L. Rep.* 655 (1960).

⁷ 5 *Race Rel. L. Rep.* 1004 (1960).

⁸ On November 30, 1960, the federal court struck down a segregation package of 23 measures designed by the Louisiana Legislature in extraordinary session to halve the New Orleans school integration order. 5 *Race Rel. L. Rep.* 1008. Again on December 21, 1960, the federal court enjoined the enforcement of

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The New Orleans and other recent headline situations, such as that at the University of Georgia,⁸ indicate, if nothing else, that equality of educational opportunity is hard come by and remains high on the agenda of unfinished business.

I. The Legal Framework: State Authorities are Duty Bound to Eliminate Racial Discrimination in the Public School System

Prior to 1954, the District of Columbia and some seventeen states required a dual segregated educational system,⁹ and four additional states permitted segregation on a local option basis.¹⁰ The legal justification for the segregated school systems rested on an analogy to the 1896 Supreme Court decision of *Plessy v. Ferguson*,¹¹ wherein the Court sustained the constitutionality of a Louisiana statute requiring separate but equal accommodations for white and colored railroad passengers. The Court there said: "We consider the underlying fallacy of the plaintiff's argument to consist in the assumption that the enforced separation of the two races stamps the colored race with a badge of inferiority. If this be so, it is not by reason of anything found in the act, but solely because the colored race chooses to put the construction upon it."¹²

In 1954 the Supreme Court refused to "turn the clock back to 1896 when *Plessy v. Ferguson* was written" and held that the forced segregation of Negro school children "from others of similar age and qualifications solely because of their race generates a feeling of inferiority as to their status in the community that may affect their hearts and minds in a way unlikely ever to be undone." The Court concluded that "in the field of public education the doctrine of 'separate but equal' has no place. Separate

educational facilities are inherently unequal."¹³

The *Brown* case was one of five decided together in which the "separate but equal" doctrine in public education was squarely challenged as unconstitutional. The *Brown* case originated in Kansas, the others in the District of Columbia, South Carolina, Virginia, and Delaware. "Because of the great variety of local conditions" involved in these five cases, the Supreme Court put off the task of issuing an order until it could hear the views of all the parties (and interested intervenors) as to the appropriate next step. Subsequently, the Court acknowledged that ending a segregated school system "may require solution of varied local school problems" and that the local school boards have the primary responsibility to resolve these problems. Accordingly, the Supreme Court remanded the cases to the courts where they originated with instructions that the local courts "require that the defendants make a prompt and reasonable start" toward ending segregation and that the local courts maintain jurisdiction to ensure the admission of the Negro plaintiffs to the public schools on a racially nondiscriminatory basis "with all deliberate speed."¹⁴

The "Little Rock" case¹⁵ gives content to the "all deliberate speed" language of the *Brown* decision. On September 2, 1957, the day before nine Negro children were scheduled to enter the "white" high school in Little Rock, Governor Faubus called out the National Guard and placed the high school "off limits" to colored students. Thereafter came the series of events which made the name "Faubus" known around the world. The federal judge enjoined the governor from preventing the attendance of the Negro children at Central High, a large and demonstrative crowd made it impossible for the Negro children to enter the high school, and President Eisenhower dispatched federal troops to effect the admission of the Negro children. "Chaos, bedlam and turmoil" characterized the situation within the school and within the city. At the end of the first semester, the federal judge granted the school board's request that the Negro students in Central High be withdrawn and that all further steps to carry out the Board's desegregation program be postponed for a period coinciding with Governor Faubus' term of office. The Supreme Court overruled this decision, and said:

The constitutional rights of respondents (Negro school children) are not to be sacrificed or yielded to the violence and disorder which have followed upon the actions of the Governor and Legislature. . . . In short, the constitutional rights of children not to be discriminated against in school admission on grounds of race or color declared by this Court in the *Brown* case can neither be nullified openly and directly by state legislators or state

new statutes, primarily designed to deprive the New Orleans school board of the money on its account in New Orleans banks. 5 *Race Rel. L. Rep.* 1020.

⁸ In January of 1961 two Negro students attempted to enroll in the state university at Athens pursuant to federal court order. Pursuant to a Georgia statute, requiring that funds be cut off from "integrated" educational facilities, Governor Vandiver issued an order at midnight of January 9 that the university be closed. The next day the federal court ordered that the university be opened, and held that the Georgia "cut-off" statute was unconstitutional. On the 11th of January, the two Negro students entered the university. That night there was a violent demonstration, and on the 12th of January the two students were ordered by the university officials to leave the campus "in order to protect all students." On January 13, the federal court ordered their readmittance. *Holmes v. Danner*, 191 F.Supp. 394 (1961), 5 *Race Rel. L. Rep.* 1069 (1961). There has been no further public commotion, and in the spring of 1961 additional Negroes were admitted to other divisions of the University of Georgia.

⁹ These include the states of the old confederacy plus Oklahoma, Missouri, Kentucky, West Virginia, Maryland, and Delaware.

¹⁰ Arizona, Kansas, New Mexico, and Wyoming.

¹¹ 163 U.S. 537.

¹² 163 U.S. 551.

¹³ *Brown v. Board of Education*, 347 U.S. 483, 495.

¹⁴ *Brown v. Board of Education*, 349 U.S. 294, 301 (1955).

¹⁵ *Cooper v. Aaron*, 358 U.S. 1 (1958).

executive or judicial officers, nor nullified indirectly by them through evasive schemes for segregation whether attempted "ingeniously or ingenuously."³⁶

The Court also explained its decision in the earlier *Brown* case:

It was made plain that delay in any guise in order to deny the constitutional rights of Negro children could not be countenanced, and that only a prompt start, diligently and earnestly pursued, to eliminate racial segregation from the public schools could constitute good faith compliance. State authorities were thus duty bound to devote every effort toward initiating desegregation and bringing about the elimination of racial discrimination in the public school system.³⁷

II. Compliance with the Law: Many Forms Are Permissible

Since the *Brown* decision of May 17, 1954, there has been compliance in about one-fourth of the school districts (777 out of 2839) where segregation was formerly compelled by law. The variety of the schemes by which segregation is ended indicates that there are many permissible routes to "good faith" compliance with the mandate of the *Brown* decision.

A. The All-at-Once Plan for Desegregation

"I do not believe in cutting off a dog's tail an inch at a time" remarked the school superintendent at Tucson, Arizona, and his community was one of the many that adopted an "all-at-once" plan for desegregation.³⁸ School districts both large and small, from Washington, D. C., to Karnes City, Texas, had successful experience with immediate across-the-board desegregation, although there were infinite variations in the details.

Some communities achieved immediate desegregation by the simple device of closing the Negro schools. This was done in Karnes City, Texas, where the Negro schools were woefully substandard; and in Texas, for a white school to be accredited, the Negro must also be accredited. In Cape Girardeau, Missouri, the Negro high school had recently been burned, and the cost of repair was prohibitive. In Monroe County, West Virginia, the high schools were desegregated all at once because there were no Negro high schools in the county and it was a tremendous expense to transport students to other counties to attend Negro high schools. In many of the communities where Negro schools were closed, the reason given was that the cost of continuing the dual school system was too great for the community to bear. Closing the Negro schools results not only in ending legal segregation, but also in ending *de facto* segregation.

³⁶ 358 U.S. 17.

³⁷ 358 U.S. 7.

³⁸ Except where otherwise indicated, the following discussion of school plans is based on the *Report of the United States Commission on Civil Rights 1959*, 173 *passim*; and on Wey and Corey, *Action Patterns in School Desegregation*, 89 *passim* (1959).

Other school systems ended legal segregation (but not *de facto* segregation) by adoption of a "free choice" system. Baltimore, Maryland, had never established school attendance zones, but it had separate systems of white and Negro schools within this framework; all children could attend any school they desired except in instances of overcrowding. Baltimore ended segregation by continuing this policy, minus racial distinction. In Greenbrier County, West Virginia, a "freedom of choice" plan was adopted, but with a string attached. Schools were open to all on a free choice basis; however, if a pupil chose a school out of his district, he was required to furnish his own transportation. This tended to keep Negro students in their own districts; at the high school level, it necessitated attendance at the local white schools rather than in the county-wide formerly all-Negro high school.

Some school boards (notably those in Louisville, Kentucky, and Washington, D. C.) adopted an all-at-once plan by redistricting the entire school district without regard to race and then assigning all children in a given district to the school in that district. Some of these "redistricting" plans had "safety clauses" or "escape valves." In Louisville, for example, the plan contemplated transfer upon request consistent with "the capacity of the school," but if transfer were granted, the child was required to furnish his own transportation. In Washington, the plan contemplated transfers from the assigned school "for health reasons, such as emotion upsets," and further contemplated that pupils already attending a given school continue at that school regardless of their school district. There was no such option for children advancing from primary school to junior high, or from junior high to high school.

B. Gradual Plan for Desegregation

There has been an infinite variety of gradual plans for desegregation.

Believing that less trouble comes from integrating the "little tots," Nashville, Tennessee, adopted a "grade-a-year" or "the escalator" plan, whereby first graders would attend the school of their geographical district the first year, with mixing of one additional grade each year until all grades were desegregated. A safety valve was added: a student could transfer out of the school of his district if the majority of the students in that school or in his grade were of a different race. The court approved this plan, agreeing with the Nashville School Board that "this was as fast as Nashville could go without serious and lasting injury to the educational system."³⁹ However, when the state of Delaware adopted the Nashville plan as its own, the Federal Court of Appeals held that the plan does not effect desegregation "with all deliberate speed." Pointing

³⁹ *Kelley v. Board of Education*, 270 F.2d 209 (6th Cir. 1959), *cert. den.* 361 U.S. 924 (1959).

out that "what constitutes a 'reasonable start towards full compliance' with the ruling of the Supreme Court as required by its *Brown* decision can be decided properly only on due considerations of all the pertinent factors and circumstances," the Court held that a pertinent factor for its decision was that "... Nashville lies in the deep South, a part of our Nation where emotional reactions concerning school integration are more intense than in our own State of Delaware."³⁰

There have been many variants of the gradual program. Anne Arundel County, Maryland, adopted a first-three-grades-and-up plan; and a number of school districts adopted an elementary-then-high-school plan. In Big Spring, Texas, the school board adopted this plan with a policy statement that it would permit the transfer of pupils upon request. In Poplar Bluff, Missouri, the children were required to attend the school in their district, but the previous all-Negro school had open boundaries so that Negro students might attend it from any point in the community.

San Antonio, Texas, adopted a both-ends-and-in-the-middle plan whereby students entering the elementary, the junior high, and the high schools were assigned to the school of their district. Negro students were given the option of transferring to Negro schools; and since there were no special high-school districts, all students could go to the high school of their choice.

Little Rock, Austin, and other cities have adopted a from-the-top-down plan whereby initially high school students, then junior high, and finally primary school pupils are given the option to attend either the Negro school or the white school in the student's district. St. Louis adopted a "from-the-top-down" plan which had no provision for freedom of choice: all children were required to attend schools according to the district boundaries.

Other gradual plans for desegregation have proved workable. In the Jefferson County, Kentucky, plan schools in selected parts of the school district are desegregated as a "first step"; in the Hot Springs, Arkansas, plan special subjects (first, automobile mechanics and then practical nursing) are offered on a desegregated basis; and in the St. Louis, Missouri, plan special schools (e.g., schools for handicapped children and the teachers colleges) are the initial targets for desegregated education.

The above brief discussion demonstrates that the courts are prone to find "good faith" compliance with the *Brown* decision when there is a beginning of integrated education which can be expected to burgeon more or less automatically as time passes. Boards of education are free to fashion almost any pattern of desegregation which is relevant to the local conditions. Plans which have been rejected by the courts as inadequate are those which call

for no immediate start, such as the plan of an Ohio community to defer any desegregation until a building plan could alleviate classroom shortages;³¹ open-ended types of plans, like the original Nashville plan, to begin with the first grade and defer any other change for an indeterminate time;³² plans like the Dallas, Texas, "salt and pepper" plan (three sets of schools: one for whites, one for Negroes, one for those who want integration) which are based upon skin pigmentation;³³ and plans like the Delaware grade-a-year starting in the first grade, where a consideration of all the pertinent facts convinces the court that there is too much deliberation and not enough speed.³⁴ Also rejected by the courts have been the grade-a-year plans which make no provision for the transfer of individual students in the higher grades when special circumstances indicate that a transfer is desirable.³⁵ Plans imposed by the courts when the school authorities refuse to take action indicate that local conditions are of prime importance. These orders range from that of a Kansas court to close all Negro schools³⁶ to that of a federal court in Virginia to assign all children to schools on a geographical basis,³⁷ and to that of the federal court in Louisiana to give first graders only the option of attending the school nearest their homes.³⁸

III. Defiance of the Law

It is often forgotten, but the South's general initial reaction to the 1954 *Brown* decision was one of resigned acceptance. Harry Ashmore reminds us that "While no one on the white side of the color bar regarded May 17, 1954, as the day of jubilo . . . there was almost a feeling of relief. For better or worse, the other shoe had finally dropped."³⁹ Virginia Governor Thomas B. Stanley's reaction that he would work toward a plan "in keeping with the edict of the Court" was echoed in many of the South's governors' mansions.⁴⁰ Soon, however, the extrem-

³¹ *Clemons v. Board of Education of Hillsboro*, 228 F.2d 853, 860 (6th Cir. 1956) where Judge Potter Stewart (now on the Supreme Court of the United States) said that "... avoidance alone of somewhat overcrowded classrooms cannot justify segregation of school children solely because of the color of their skins."

³² *Kelly v. Board of Education of the City of Nashville*, 159 F.Supp. 272 (M.D. Tenn. 1958).

³³ *Boson v. Rippey*, 285 F.2d 43 (5th Cir. 1960). Compare, however, the court-approved Nashville plan which permits transfer out by students who compose a racial minority in their school or class. *Kelly v. Board of Education*, 270 F.2d 209 (6th Cir. 1959), cert. den. 361 U.S. 924 (1959).

³⁴ *Evans v. Ennis*, 281 F.2d 385 (3d Cir. 1960).

³⁵ See, e.g., *Moore v. Board of Education of Harford County*, 146 F.Supp. 91 (D. Md. 1956).

³⁶ *Cameron v. Board of Education of Bonner Springs*, 182 Kan. 39, 318 P. 2d. 988 (1957).

³⁷ *Thompson v. County School Board of Arlington County*, 144 F.Supp. 239 (E.D. Va. 1956).

³⁸ *Bush v. Orleans Parish School Board*, 5 *Race Rel. L. Rep.* 378 (E.D. La. 1960).

³⁹ Ashmore, *An Epitaph for Dixie* 27 (1957).

⁴⁰ The Governor of West Virginia immediately announced that

³⁰ *Evans v. Ennis*, 281 F.2d 385, 393 (3d Cir. 1960) (on rehearing).

ists took over. Virginia fought back with a "massive resistance program" of legislation.³¹ North Carolina resisted with a program of "token compliance."³² Little Rock, New Orleans, Clinton, Tennessee, and other communities resorted to mob violence. As will appear hereafter, the forms of resistance have been both simple-minded and sophisticated, both ingenious and ingenuous.

A. Non-legal Resistance

Much of the Southern resistance has been non- or extra-legal in nature. When Autherine Lucy sought to enroll at the University of Alabama, a riotous demonstration by over 1000 students and townspeople caused the Board of Trustees to exclude her for her own personal safety.³³ Two Negroes have attempted to register at white universities in Mississippi. The first, Clennon King, was arrested by highway patrolmen while standing in line at the administration building and taken to a nearby chancellery court, where he was committed to the state mental hospital for examination. The second, Clyde Kennard, was arrested as he left the administration building and convicted for reckless driving³⁴ and illegal possession of whiskey. The first Negro to apply for admission to the University of Georgia was suddenly inducted into the Army, despite previous exemption due to physical disability.³⁵ Mr. Hawkins spent nine years of his life in litigation to gain admission to the University of Florida Law School. When the Supreme Court finally ruled in his favor, he failed to qualify under recently enacted admission standards.³⁶

A current extra-legal device to prevent integrated education is to manipulate the location of school buildings. Charlotte, North Carolina, has recently established two

junior colleges: one with an all-Negro staff located in the Negro community, the other with an all-white staff located on the far outskirts of the white community, both theoretically open to all applicants without regard to race. The Orange County, North Carolina, school board voted to close the white school in the small community of White Cross when local Negroes asked to be admitted. The school board in Greensboro, North Carolina, transferred all white pupils and teachers from a school when a few Negroes were admitted pursuant to court order.³⁷

B. Legislative Resistance

Since 1954 a good part of the legislative time in the South has been devoted to efforts to maintain segregation in education. Special and extraordinary sessions have been held, and innumerable legislative and special committees have been appointed to study the problem. The result is more than 200 legislative acts, some unique, most falling within identifiable classifications.

1. Shocked-Indignation (Interposition) or Tenth-Amendment Statutes

The first legislative reaction to the Supreme Court *Brown* decision was one of shocked indignation that the federal court should intrude upon rights relegated to the states by the Tenth Amendment.

In the legislative sessions of 1956 and 1957 some nine Southern states (Alabama, Arkansas, Florida, Georgia, Louisiana, Mississippi, South Carolina, Tennessee, and Virginia) enacted interposition resolutions. Interposition is the constitutional fallacy that any state can interpose its sovereignty to prevent or arrest contested action by the Federal Government within its borders. The resolutions varied in detail, but all agreed that the *Brown* decision was an unconstitutional technique for amending the constitution, and all called for action by other states to stop the Supreme Court's encroachment upon the reserved powers of the states.

The theory of interposition received judicial examination when the State of Louisiana appealed to the Supreme Court from a lower federal court decision nullifying a series of state statutes. The main basis for the appeal was that Louisiana "had interposed itself in the field of public education over which it has exclusive control." The Supreme Court stated simply that "This objection is without substance" and affirmed the lower federal court's ruling that "interposition is not a constitutional doctrine. If taken seriously, it is an illegal defiance of constitutional authority."³⁸

the state intended to abide by the *Brown* decision, and the Attorney General ruled on June 1 that the state university from then on had to admit qualified students regardless of race. *Report of the U.S. Commission on Civil Rights*, 191 (1959). Arkansas' Governor Cherry announced the day following the 1954 decision: "Arkansas will obey the law—it always has." *Id.* at 194. On the same day Governor Lawrence Whetherby announced: "Kentucky will do whatever is necessary to comply with the law." *Id.* at 208. Oklahoma's Governor Raymond Gary announced that school boards contemplating defiance of the Supreme Court's mandate would get no aid or comfort from the state. *Id.* at 215. Governor Frank Clement of Tennessee noted that the decision represented the ruling of a judicial body recognized as supreme in interpreting the law of the land. *Id.* at 218. Governor William B. Umstead of North Carolina stated that he was "terribly disappointed" by the decision but warned that "This is no time for rash statements or the proposal of impossible schemes." *Id.* at 223.

³¹ There are now 208 Negro children in Virginia attending schools with white children.

³² There are now 35 (less than 1/50th of 1 per cent) Negro children attending the regular public schools with white children.

³³ "Equal Protection of the Laws in Higher Education," *Report of the U. S. Commission on Civil Rights* 86 (1960).

³⁴ *Id.* at 81-82.

³⁵ *Id.* at 90-91.

³⁶ *Id.* at 75.

³⁷ The federal court held that this mass transfer of the whites was contrary "to the admonition of the Supreme Court in *Brown v. Board of Education*, 349 U.S. 294 that the administration of the public schools of the country should be conducted on the basis of equality insofar as race was concerned. . . ." *McCoy v. Greensboro City Board of Education*, 283 F.2d 667, 669 (4th Cir. 1960).

³⁸ *United States v. Louisiana*, 363 U.S. 1, 81 S. Ct. 260 (1960).

2. *Close-the-Court Statutes*

Since the federal courts had ended segregated education (neither the national legislative nor executive branches had taken any steps in this direction), the federal courts were the obvious culprits. If they could be fenced out of the situation, trouble would be over. Accordingly, a number of statutes were designed to this end.

Georgia started it off with a legislative resolution calling upon the state's congressmen to introduce impeachment proceedings against the Justices of the Supreme Court.³⁹ This came to nothing.

Florida proposed an amendment to the United States constitution whereby all Supreme Court decisions concerning the powers of the states would be reviewable by the United States Senate.⁴⁰ This, too, came to nothing; but a bill introduced in the Congress by Senator Eastland of Mississippi to deprive the Supreme Court of its jurisdiction to hear cases concerning school segregation was defeated in the Senate by the narrow margin of 41 to 40.⁴¹

There were a number of additional efforts to prevent the federal courts from exercising jurisdiction. Louisiana enacted a statute withdrawing the consent of the state to be sued without legislative approval in individual situations.⁴² Alabama declared by legislative fiat that school boards are "judicial" bodies, ergo immune from suit.⁴³ Arkansas,⁴⁴ Georgia,⁴⁵ Louisiana,⁴⁶ Texas,⁴⁷ and Virginia⁴⁸ authorized the governor to operate the school system with the hope and expectation that a suit against the governor would be a suit against the state and hence beyond the jurisdiction of the federal courts under the Eleventh Amendment. None of these statutes has achieved the hoped-for results.

3. *Get-the-Lawyer (Barratry) Statutes*

Courts are of no avail unless lawyers are ready, willing, and able to argue their client's cause. Moreover, there are tremendous costs involved in any law suit, especially when there is an appeal with printed records and briefs. Senator Javits estimates that it costs as much as \$18,000 (exclusive of counsel's fees) to take a case to the Supreme Court.⁴⁹ Few litigants (especially the Southern Negro) can afford the luxury of personally financing a long and involved law suit. As a practical matter, if school desegregation suits are not to be financed by organizations such as the NAACP, they will not be brought. This is known

to Southern legislators, and six states have enacted laws which prohibit the NAACP from rendering legal aid in this type of case.⁵⁰ The Virginia court sustained the Virginia barratry statute, which makes it illegal for a person (the NAACP) who is not related to the parties and who lacks "pecuniary" interest in the matter to "solicit" business for a lawyer.⁵¹ The Supreme Court recently agreed to review this decision.⁵²

4. *Keep-the-NAACP-Off-Balance Statutes*

The obvious enemy of school segregation is the NAACP. If it can be tied up in court, kept off balance, or somehow made to go away, then there will be no problem. Such is the theory of the Southern legislators, and much legislation has been designed to this end.

a. *Denial-of-employment statutes.* The first attempt to cripple the NAACP consisted of statutes requiring the discharge from state employment of all those who belong to or contributed to the NAACP.⁵³ The South Carolina statute was severely criticized by a federal court which, for technical reasons, refused to pass finally on its constitutionality;⁵⁴ and the Arkansas statute was held by a federal court to be "arbitrary and discriminatory" and hence unconstitutional.⁵⁵

Some of the Southern states then sought to achieve the same results by indirection. Tenure laws were repealed, and all teachers and/or state employees were required to list annually all organizations in which they held membership or to which they made contributions. It was expected that the school boards and other employing agencies would discharge all NAACP members and associates. Arkansas,⁵⁶ Mississippi,⁵⁷ and South Carolina⁵⁸ enacted such statutes. In a case from Arkansas, the Supreme Court held that state's statute unconstitutional because its "comprehensive interference with associational freedom goes far beyond what might be justified in the exercise of the State's legitimate inquiry into the fitness and competency of its teachers."⁵⁹

b. *Identification statutes.* There have been a number of other NAACP "identification" laws. Arkansas requires all organizations promoting school desegregation to submit lists of their members and contributors,⁶⁰ and there

³⁹ Ga. Laws 1957, No. 100 at 553.

⁴⁰ Fla. Laws 1957, at 1191.

⁴¹ 104 Cong. Rec. 17437 (daily ed. Aug. 21, 1958). See Pollitt, "Should the Supreme Court be Curbed?" 37 N.C.L.Rev. 17 (1958).

⁴² L.S.A.-R.S. 17:392.6 (Supp. 1960).

⁴³ Ala. Code Ann. tit. 52, § 61 (11) (Supp. 1957).

⁴⁴ Ark. Stats. Ann. § 80-544.

⁴⁵ Ga. Code Ann., § 32-805 (Supp. 1957).

⁴⁶ La. Rev. Stats. § 17:336 (Supp. 1958).

⁴⁷ Tex. Rev. Civ. Stats. art. 2906-1, § 2 (Supp. 1958).

⁴⁸ Va. Code § 22-188.3.

⁴⁹ Javits, *Discrimination—U.S.A.*, 197 (1960)

⁵⁰ Georgia recently stiffened its penalty for barratry (the common law offense of exciting and stirring up law suits), and it is prohibited under laws enacted during the past five years in Mississippi, South Carolina, and Virginia. Tennessee law calls for information to be filed on those "soliciting for litigation." *Southern School News*, January, 1961, p. 2.

⁵¹ *NAACP v. Harrison*, 202 Va. 142, 116 S.E. 2d 55 (1960).

⁵² *Cert granted* 365 U.S. 842, 81 S. Ct. 803 (1961).

⁵³ Ark. Stats. Ann., § 12-2335; S.C. code, § 1-36.

⁵⁴ *Bryan v. Austin*, 148 F.Supp. 563 (E.D. S.C., 1957).

⁵⁵ *Shelton v. McKinly*, 174 F.Supp. 351, 359 (E.D. Ark. 1959).

⁵⁶ Act 10 of the 1958 extraordinary legislative session.

⁵⁷ Laws of 1956, c. 365, at 520.

⁵⁸ S.C. Code, § 1-39.1.

⁵⁹ *Shelton v. Tucker*, 364 U.S. 479, 490, 81 S. Ct. 247, 253 (1960).

⁶⁰ Ark. Acts 1957, Act 85 at 281.

are similar statutes in Tennessee,⁶¹ Texas,⁶² and Virginia.⁶³ Additionally, state executive officials have sought to obtain the membership list of the local NAACP under the guise of ensuring faithful compliance with the state's corporation or taxation laws. Recent federal court decisions hold that these "identification" attempts unconstitutionally intrude upon the right of free association.⁶⁴

c. *Legislative investigating committees.* Still another technique to obtain the membership list of the NAACP⁶⁵ is through the creation of State Sovereignty Commissions, Un-American Activities Committees, Commissions on Education, Committees on Segregation, etc., with authority to subpoena witnesses and investigate "racial activities." Such investigating committees are authorized by statute in Arkansas,⁶⁶ Florida,⁶⁷ Georgia,⁶⁸ Louisiana,⁶⁹ Mississippi,⁷⁰ and Virginia.⁷¹ The chairman of the Virginia investigating committee announced that his investigations would be "devastating to the NAACP," would "burst that organization wide open," and "could be used to keep the NAACP out of litigation, which is the heart of the organization." The first witness before this committee refused to say whether or not he was a member of the NAACP and was cited for contempt. The Supreme Court reversed his contempt conviction,⁷² and recently agreed to review a Florida contempt conviction of a state NAACP official for refusal to appear before the state legislative committee with the state membership lists and say whether or not persons identified as communists were members of his organization.⁷³

5. *Make-Life-More-Difficult Statutes*

Throughout the South literally over a hundred different types of statutes and regulations have been enacted for the purpose of throwing roadblocks into the path of orderly desegregation. They are so many and so varied that only a few, selected for their uniqueness, can be mentioned here. Upon the first Negro application to the University of Georgia Law School, the Board of Regents adopted a resolution requiring all applicants to submit

recommendations from two alumni of the Georgia Law School and from the judge of the superior court of the circuit of applicant's residence.⁷⁴ Louisiana topped this with a double-barreled approach: one 1956 statute required all applicants to the state university to file certificates of good moral character from their high school principals, and another of the same year required the discharge of any teacher for "performing any act toward bringing about integration of the races within any public institution of higher learning of the State of Louisiana."⁷⁵ Finally, mention should be made of the Arkansas statute authorizing school boards to meet while incarcerated in jail.⁷⁶

6. *Desperation (School Closing and the Like) Statutes*

The last ditch measure to ward off desegregation is to close the schools. The momentum in this direction gathered steam slowly. First there was a series of statutes ending compulsory education.⁷⁷ Next in order of seriousness came those statutes which permit school closing on a local option basis.⁷⁸ Finally, there are the statutes which require the closing of any integrated school,⁷⁹ and the vindictive statutes which require the closing not only of integrated schools but also of Negro schools if white schools are closed because of integration.⁸⁰

⁶¹ 2 *Race Rel. L. Rep.* at 372.

⁶² L.S.A.-R.S. 17:2131-35, 17:443. The federal court declared both statutes unconstitutional. *Ludley v. Board of Supervisors*, 150 F.Supp. 900 (E.D. La. 1957).

⁶³ Ark. Stats. Ann. § 80-542.

⁶⁴ Ala. Code tit. 52, § 61(8) (Supp. 1957) (no child shall be compelled to attend school where races are commingled); Ark. Stats. Ann. § 80-1525 (Supp. 1957) (no child required to enroll in mixed school); N.C. Gen. Stats. § 115-274 (Supp. 1957) (no child forced to attend school with children of another race); Tex. Rev. Civ. Stats. art. 2901, § 8 (Supp. 1958) (similar to Alabama).

⁶⁵ Ala. Code tit. 52, §§ 61(13)-(15) (closing by local boards after public hearings); Ark. Act No. 4, 2d Extraordinary Sess. 1958 (unless majority of electors in district favors integration no school in district to be integrated); Fla. Stats. Ann. § 230.23(f) (county boards may adopt regulations for closing schools during emergency); N. C. Gen. Stats. §§ 115-26 (local boards may suspend operations); S. C. Code § 21-230(7) (local trustees may or may not operate schools); Tex. Rev. Civ. Stats. art. 2900a (no desegregation unless approved by local election). The federal court held that the Texas requirement of a favorable referendum prior to integration was unconstitutional: "It goes without saying that recognition and enforcement of constitutional rights cannot be made contingent upon the result of any election." *Boson v. Rippey*, 285 F.2d 43, 45 (5th Cir. 1960).

⁶⁶ Ga. Code Ann. §§ 32-801 to 805 (no public funds may be granted to support nonsegregated schools); La. Rev. Stats. §§ 17:331-333 (all public schools shall be segregated); § 17:334 (violation misdemeanor); Miss. Code Ann. § 6220.5 (Supp. 1956) (unlawful for white person to attend school with Negroes) Va. Code Ass'y Acts, Extra Sess. 1956, ch. 71 (appropriations to "efficient" schools only, "efficient" means segregated). The Virginia school closings, *James v. Almond*, 170 F.Supp. 331 (E.D. Va. 1959) and the University of Georgia closing, *Holmes v. Danner* 191 F.Supp. 394 (M.D. Ga. 1960), 5 *Race Rel. L. Rep.* 1092 (1960) were set aside by the federal courts as unconstitutional interferences with the right of litigants previously ordered admitted to the schools closed.

⁶⁷ See, e.g., S. C. Code §§ 21-2 (Supp. 1957) (appropriations

⁶¹ Tenn. Code Ann. § 39-50001.

⁶² Tex. Civil Stats., § 2906-3.

⁶³ Va. Code, § 18-349, 17.

⁶⁴ *Bates v. Little Rock*, 361 U.S. 516 (1960); *NAACP v. Alabama*, 357 U.S. 449 (1958). See also *NAACP v. Patty*, 159 F.Supp. 503 (E.D. Va. 1958), judgment vacated and remanded *sub nom. Harrison v. NAACP*, 360 U.S. 167 (1959).

⁶⁵ "In one area of Clarendon County, the White Citizens Council supplied a list of all school petitioners and known members of the NAACP to cotton gin operators. Any Negro farmer whose name appeared on the list could not get his cotton ginned." *Javits, Discrimination—U.S.A.*, p. 201.

⁶⁶ Ark. Stats. Ann., § 6-801.

⁶⁷ Fla. General Extra Session, 1956, c. 30498 at 396.

⁶⁸ Ga. Acts 1957, Res. No. 16 at 57.

⁶⁹ La. H. Con. Res. N. 9 of 1956.

⁷⁰ Miss. Laws Extra Session, 1955, c. 134 at 297.

⁷¹ Va. Code, §§ 30-35.

⁷² *Scully v. Commonwealth of Virginia*, 359 U.S. 344 (1959).

⁷³ *Gibson v. Florida Legislative Investigation Committee*, cert granted 366 U.S. 917 (1961).

The school closing laws are generally made more palatable by supplementary laws which preserve teacher benefits,⁸¹ and which provide tuition grants, tax benefits, and the like so that "private" education will be more likely.⁸² These statutes pledging state support to private education are of dubious constitutionality. The Supreme Court said in the Little Rock case⁸³ that "State support of segregated schools through any arrangement, management, funds, or property cannot be squared with the Amendment's command that no State shall deny to any person within its jurisdiction the equal protection of the laws." The Little Rock school board was subsequently enjoined from leasing its school buildings to a private segregated school system which was formed to take over schools closed by the governor to evade desegregation.⁸⁴

7. Pupil-Assignment Laws: Stumbling Block to Desegregation

The most effective technique yet devised for maintaining segregated education is the pupil-assignment act. The general outline of this type of statute, which has been adopted in some nine Southern states,⁸⁵ is the assignment of each school child to the school which meets his particular needs according to a statutory criterion. In North Carolina, the criterion is the "orderly and efficient administration of the public schools," and the "effective instruction, health, safety, and general welfare of the pupils." The assignment laws make provision for appeal from the original assignment, generally by way of a request for transfer, and an appeal procedure from denial of the transfer request is generally available. The practical consequence of the pupil-assignment laws is that, with minute exception, each Negro child is originally assigned to a Negro school, and each white child to a white school. The Negro child who is dissatisfied with his segregated status then applies for transfer or reassignment. A hearing is held by the school board, at which the child and his parents are generally required to be present and explain why the Negro school is not adequate. The transfer

request is then denied,⁸⁶ and the school child either appeals to the state superintendent of education (in some states) or goes to court. If he wins in court, and his case is not mooted,⁸⁷ he finds himself in the "guinea pig" situation of being the only Negro in an otherwise all-white school.

The cases so far brought to test the constitutionality of the pupil assignment plan have attacked the statutes as written, not as applied. They have failed, the courts reasoning that the law "furnishes the legal machinery for an orderly administration of the public schools in a constitutional manner by the admission of qualified pupils upon a basis of individual merit without regard to their race or color. We must presume that it will be so administered."⁸⁸

There have been some judicially imposed limitations on the operation of the pupil assignment laws. The Louisiana and Virginia laws expressly stated that race would be a criterion in making the assignments, and were declared unconstitutional in part for this reason.⁸⁹ A federal court in Georgia recently held that a Negro applicant need not exhaust an "open-end" administrative remedy, i.e., he need not appeal administratively when the administrative official is not required to rule on the appeal within a reasonably designated period of time.⁹⁰ A federal court in Virginia held that Negro children applying for transfer need not take the psychological and other tests which are not required of white children seeking reassignment.⁹¹ The Fifth Circuit Court of Appeals recently held that Negro school children who have not pursued their remedy under the Florida pupil assignment plan are entitled to an injunction against segregated education if they can prove that the "... pupil assignment plan has not brought an end to the previously existing policy of racial segregation";⁹² and the Eighth Circuit Court of Appeals held that a school board does not comply with the "deliberate speed" doctrine of the *Brown* case when the consequences of the Arkansas Pupil Assignment Act "produce the result of leaving the previous racial situation existing, exactly as before."⁹³

cut off for schools from and to which students transfer because of court orders) and S. C. Acts 1956, No. 741 which requires that the South Carolina State College for Negroes be closed upon admission of a Negro in any white college.

⁸¹ Ala. Code tit. 52, § 364; Ga. Code Ann. § 32-2931; L.S.A.-R.S. § 17-335; Va. Code, § 51-111.

⁸² Ala. Laws 1957, Act 528 at 723; Ark. Acts Extra Sess., 1958, Act 5; Ga. Acts 1956, Act No. 11 at 6; La. Acts 1958, Act No. 258; N.C. Gen. Stats. § 115-265; Va. Acts Extra Sess. 1956, c. 57 at 57.

⁸³ *Cooper v. Aaron*, 358 U.S. 1, 19 (1958).

⁸⁴ *Cooper v. Aaron*, 261 F.2d 97 (8th Cir. 1958).

⁸⁵ Ala. Code tit. 52, §§ 61(4)-(6) (Supp. 1957); Ark. Stats. Ann. §§ 80-1591-95 (Supp. 1957); Fla. Stats. Ann. § 230.232 (Supp. 1957); La. Rev. Stats. §§ 17.81.1, 17.331 (Supp. 1957); Miss. Code Ann. § 6334-41 (Supp. 1956); N.C. Gen. Stats. §§ 115-176 (Supp. 1957); S. C. Code § 21-230(9) (Supp. 1957); Tenn. Code Ann. §§ 49-1741-43 (Supp. 1958); Tex. Rev. Civ. Stats. art. 2901a(4) (Supp. 1957); Va. Code § 22-232.1 (Supp. 1958).

⁸⁶ In North Carolina there have been 934 transfer requests of which 51 have been granted. Report of North Carolina Advisory Committee to the U.S. Commission on Civil Rights, October 1, 1960.

⁸⁷ The delaying motions are ingenious and ingenuous and sometimes the primary school child is in junior high before the case is decided, requiring him to make new application and start all over again.

⁸⁸ *Shuttlesworth v. Birmingham Board of Education*, 162 F. Supp. 372, 384 (1957) *aff'd* 358 U.S. 1 (1958); *Carson v. Warlick*, 238 F.2d 724 (4th Cir. 1956).

⁸⁹ *Bush v. Orleans Parish School Board*, 138 F.Supp. 337 (E.D. La. 1956); *Allen v. County School Board*, 249 F.2d 462 (4th Cir. 1957).

⁹⁰ *Holmes v. Danner*, 5 *Race Rel. L. Rep.* 1069, 1080 (M.D. Ga. 1960).

⁹¹ *Thompson v. County School Board of Arlington County*, 5 *Race Rel. L. Rep.* 1054 (D.C. E.D. Va. 1960).

⁹² *Mannings v. Board of Public Instruction of Hillsborough County*, 277 F.2d 370, 375 (1960).

⁹³ *Dove v. Parham*, 282 F.2d 256, 258 (8 Cir. 1960).

IV. Prospects for the Future

In some border states and in some large cities the *Brown* mandate of 1954 that segregated education be abolished has been obeyed in spirit and to the letter. Going southward, there are the avoidance states of Virginia, North Carolina, Tennessee, and Arkansas. Scattered school districts have begun to admit a token handful of Negro children to formerly all-white schools, usually beginning at the first-grade level, usually under court order. Going still further southward to the defiance states of South Carolina, Georgia (except for Atlanta), Alabama, Mississippi, and Louisiana, there is not even a pretense of compliance with the mandate issued seven years ago.

The situation is a little, but not much, brighter in universities and colleges. A growing number of formerly all-white colleges and universities now admit Negroes (some on the graduate level only), or have announced a nonracial admission policy. There are one such college in Alabama (a Roman Catholic school); nine in Arkansas (seven state and two Presbyterian); four in Florida (two state, one Roman Catholic, and one private); two in Georgia (the state university and a Presbyterian theological seminary); seven in Louisiana (five state and two Roman Catholic); nine in North Carolina (three state, two Roman Catholic, one private, one Methodist, one Presbyterian, one Southern Baptist); nine in Virginia (five state, one Brethren, one Mennonite, one Episcopal, and one Presbyterian, the last two being theological seminaries); and so on. The number of Negroes attending these recently integrated universities is proportionately very small. The University of Arkansas has about 30 Negro students out of a total enrollment of approximately 6000; the University of Florida, one Negro out of over 11,000 students; the University of Kentucky, 80 Negroes out of a total enrollment of over 10,000; Louisiana State University, about 60 Negroes out of an enrollment of over 10,000; the University of North Carolina, 35 Negroes out of a total enrollment exceeding 8500; the University of Tennessee, 40 Negroes out of an enrollment of 16,000; the University of Texas, 150 Negroes out of an enrollment of almost 20,000; and the University of

Virginia, 24 Negroes out of an enrollment of almost 13,000.⁸⁴

What lies in the immediate foreseeable future? The Negro can expect no aid from the federal government. Congress has indicated no desire to enforce the Supreme Court *Brown* decision with implementing legislation.⁸⁵ The President has so far failed to act on the suggestion of the United States Commission on Civil Rights that the more than billion dollars a year of federal tax expended on higher education be "disbursed only to such publicly controlled institutions of higher education as do not discriminate on grounds of race, color, religion or national origin."⁸⁶ The Attorney General has rejected the suggestion that the Department of Justice initiate or support litigation designed to end segregated education.⁸⁷ In sum, the effort to achieve equality of educational opportunity will continue to rest on private litigation, which has done almost all of the desegregation job so far. A Negro parent seeking to assert his child's constitutional rights to attend a desegregated school in some sections of the South must have unlimited courage, resources, time, and energy to litigate with the massed power of the state. He must also be prepared to face economic, and, sometimes, physical sanctions. Because so few parents, either white or colored, can meet these qualifications, the road ahead is long and uneven.

⁸⁴ *Southern School News*, November, 1960, pp. 1, 8, 9, 10.

⁸⁵ The perennial "Powell Amendment" (which excludes school districts which segregate) was not offered to the current Aid to Education Bill.

⁸⁶ *Report of the United States Commission on Civil Rights*, 238-9 (1959). The National Science Foundation, however, reports that with respect to its grants: "in cases of substantially equal merit . . . institutions which do not practice discrimination are given preference over those in which discrimination is believed to exist." Silard, "Federal Aid to Segregated Universities," 2 *Journal of Intergroup Relations* 115, 120 (1961). The Atomic Energy Commission withholds grants from institutions which refuse to pledge that the grant money will not be utilized in a discriminatory manner, and Clemson College in South Carolina renounced a \$350,000 grant for this reason. *Equal Protection of the Laws in Public Higher Education*, 83 (1960).

⁸⁷ See Taylor, "Actions in Equity by the U.S. to Enforce School Desegregation," 29 *George Washington Law Review* 539 (1961).

The First Investigation¹

By WALTER P. METZGER

To many outside observers, the American Association of University Professors is pre-eminently the policeman of the profession, charged with the task of detecting crimes against academic freedom and tenure. No doubt, the leaders of the Association, knowing all too well that they are lightly armed, do not wish to be literally regarded as ubiquitous academic cops. They realize that they lack in their investigations any legal power of compulsion: they cannot gain access to a university by obtaining a writ to search the premises; they cannot compel disclosures by the use of subpoenas and contempt citations; they cannot arrest or arraign. When they find a president or dean who acts in an arbitrary manner, they cannot deprive him of his license; when they find a governing board that is about to take some pernicious action, they cannot restrain it with a court injunction. They carry two weapons only—the threat of adverse publicity and the moral authority of the Association—and both of these are uncertain arms, since they depend so much for their effectiveness on the susceptibility of the target. Nevertheless, granting the lack of coercive force (which shapes, of course, the character of the results), there is merit in the policeman metaphor. In that wilderness of several thousand disparate units that we call a “system” of higher education, the chief exponent of a rule of law with regard to faculty dismissals has been this professor’s organization, while the chief deterrent to a violation of the law—aside from the inhibitions of conscience—has been the threat of an AAUP investigation. There can, moreover, be no doubt that the main drama of the Association’s work lies in its constabulary functions. Nothing so catches the eye as the sight of delegations of scholars setting off under the AAUP banner to investigate some campus trouble in our trouble-prone academic Congo. Nothing that the Association publishes is so widely read in the profession as the reports of these Committee A inquiries. And nothing that the Association does so touches the collective imagination as its censuring of a culprit administration—a ceremonial act of ostracism performed at the annual

¹ Adapted from an address delivered before the American Historical Association in December, 1960.

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convention by all of the delegates assembled. In a profession rather inclined to be indolent in its own defense, these efforts to enforce good rules of conduct by inquiry, publicity, and solemn rites stand out with a certain luminescence.

Why did the professional Association, despite its congenital weaknesses, take on this difficult assignment? Plausibly, one might reply that it did so out of default, that no public or other private agency dealt with the problem of unjust dismissal before the AAUP came upon the scene. And indeed, it is true that traditionally the courts had not been hospitable to suits over violations of tenure (unless a contractual right was infringed), that academic freedom had not been subsumed under protected First Amendment freedoms, that the specialist societies of professors which antedated the AAUP had not been able to cope with matters of broad interdisciplinary concern. Yet, when one looks back to the moment when the AAUP launched its first investigation and thereby fixed its role and major purpose, one finds little that suggests awareness of these factors, and much that points to the role of accident, to the happy effects of miscalculation, to eventualities that were not foretold. An examination of these beginnings shows that the undertaking was not requisitioned by necessity, and that it was to a considerable extent a product of human error and chance.

One thing is certain: those who founded the Association did not foresee a policing program. The men who came together in 1915 to set up the professor’s organization were members of the elite of the profession, occupants of the highest rank in the leading universities of the country. Having made an orderly ascent to the peak of their several disciplines, the John Deweys, the E.R.A. Seligmans and the Roscoe Pounds were strongly inclined to assume that the academic world as a whole was conforming to a law of progress and that the worst examples of executive encroachment on the rights of university professors—such dark instances, for example, as the attacks on academic evolutionists by religious fundamentalists or the silencing of radical economists by wealthy, intolerant trustees—belonged to a period forever past. As John Dewey, the first President of the Association, put it, “I do not know of any college teacher who holds that [an]

infringement of academic freedom . . . is [not] an attack upon the integrity of the calling. But such cases are too rare even to suggest the formation of an association like this. . . . I am confident that the topic cannot be more than an incident in the activities of the Association in developing professional standards." Like most of the charter members, he shared the complacency of the unafflicted.

This complacency was very quickly shattered by the pressure of events. As it happened, 1915, the year of founding, was a year of academic ferment. Early in the spring, only several months after the establishment of the Association, seventeen members of the University of Utah faculty resigned in protest against the firing of several of their colleagues. Some weeks later, a professor of law at the University of Colorado charged in a letter to the press that he had lost his position because, in siding with the local miners' union, he had incurred the displeasure of the coal mine interests. To these shocks were added, in June of that same year, a tremor from the University of Montana—the president, a dean, and two professors were summarily dismissed by the Board of Regents after a long and bitter intramural controversy. And, then, to dispel any notion that the paroxysms were confined to the more volatile states of the West or to public institutions subject to political aggression, word came, again in the month of June, of the dismissal of Professor Scott Nearing from the University of Pennsylvania as a consequence, so it was claimed, of his radical economic utterances. In all, 13 cases of allegedly unjust dismissals came to light in that one year. The realm was not nearly so advanced as Dewey and his compeers had supposed.

Even so, it was not certain that the Association would intervene, and it was anything but foreordained that it would undertake to intervene on a sustained and inclusive basis. For one thing, the delegates at the founding session, ignorant of the cataclysms to follow, had not established any machinery to deal with particular dismissals. This gave the parliamentarians in the group an excellent argument for inertia. To be sure, a Committee on Academic Freedom—the first committee to be organized, hence designated by the letter "A"—had been already authorized, but its function, as originally conceived, was to draw up a general set of principles to which trustees in time might adhere, not to convert by combative methods those in academic power who were still unregenerate or uninformed. Many of the members argued that the poise and dispassionate mien needed for this longterm constructive task would be destroyed by a preoccupation with the febrile conflicts of the moment. A few were more actively inclined and favored more immediate responses. Yet even they did not urge intervention on behalf of every teacher with a grievance. They thought that something should be done where there was strong presumptive evidence that academic freedom had been breached.

But they were not prepared to accept jurisdiction over cases that raised any lesser issue. To encourage and entertain appeals whenever a professor felt mistreated would, as one of their number put it, transform the Association into a "committee of appeal for disgruntled members"; it would require the fledgling Association to review administrative judgments concerning who was fit or unfit to teach; and it would demean the work of the society by giving it shop steward functions and by turning it—the word was anathema—into a professorial union. The general inclination, even in the face of so much challenge, was to be selective and discriminating, or to hold entirely aloof.

Thanks to an adventitious factor the decision went contrary to these predilections. One man seized the initiative—Professor Arthur O. Lovejoy, the distinguished Johns Hopkins philosopher, who was one of the founders of the Association and was then serving as its general secretary. His version of how the first great step was taken testifies to the major role that can be played at times by minor accidents:

In April of 1915 [he tells us] I happened to be going up from Johns Hopkins to New York during the Easter vacation to see some plays. When the train got to Newark, a newsboy came on with the evening editions of the New York newspapers. I bought an Evening Post and read an editorial paragraph saying that an interesting report had come from Utah that seventeen members of the state university had resigned in protest against the conduct of the administration in dismissing some of the faculty. It was *interesting*: It looked like a grave encroachment on the freedom of American university teachers. The editorial went on to say that it was impossible to judge the merits of the case, but that the facts would doubtless be investigated by the newly formed Association of University Professors and would duly be given the public in time. When I read that I thought "it is up to us". . . . We had no machinery for sending investigating committees to Universities, but I decided then and there to go up and see Professor Dewey who was living near Columbia University. It was late when I arrived—he was on the point of retiring—but I showed him the editorial and said I would go to Salt Lake City myself if he would put up the money for the railroad fare. This would be at his own risk, as we both realized, since no appropriation had been made by the Association, but he consented to go to the bank the next morning, gave me three hundred dollars and I was off the next evening for Utah.

The way in which the die was cast must give determinists pause. If Lovejoy had not then come to New York, or if he had put his holiday pleasures above his sense of civic duty, who knows but that, with the moment lost, the chance for decisive action might irrevocably have slipped away?

If the conjunction of the man and the place was one fortuitous factor, the resonance of the man with the case may be considered another. Plainly, there was something

about the Utah story that immediately "interested" Lovejoy, something that made him change his plans—and the entire course of the Association—in the instant between Newark and New York. What roused him, we assume, was the report that professors had resigned because of the mistreatment of their colleagues. A champion of professional solidarity, as were all the early leaders of the Association, Lovejoy could not fail to be impressed by this rare display of united feeling. But, in addition, there was a special factor: unlike the other leaders of the Association, who were libertarians but had never felt a wound, Lovejoy had once endured the pain of renouncing academic office. A decade and a half before, when the president of Stanford University had fired the liberal economist, Edward Ross, Lovejoy and seven others had ceremoniously resigned from that institution. Doubtless, he was at once sympathetically drawn to other teachers capable of sacrifice—as a man with heroic and nostalgic memories finds communion with his kind. These terms would also explain why he assumed that the case had to do with academic freedom. He had, after all, very little concrete evidence on which to base such a bold assumption. All that he knew came from weak authority—a brief newspaper editorial commenting on a far-away event. The Association, in later years, would be wary of scandals in the press, and would demand a more complete account before deciding on a campus investigation. But in this case, it appears, caution was disarmed by recollection; the present took on luster from the past; and the issue of academic freedom, which alone could justify intervention, was not so much found as interjected. A fateful trick of perception: for the Utah case in reality was not the case Lovejoy beheld through the haze of his remembered glories.

The Stanford incident may well have set the focus of Lovejoy's investigation. The dismissal of Edward Ross had been effected against a background of suspicious circumstance: the presence of a wealthy patron given to the prejudices of her class; the presence of a weak-willed President sycophantic to her wish; the presence of a heterodox professor who flaunted his economic theories in the face of conservative disapproval. At the same time, when called upon to explain his action, the President had not been willing to confess that Ross had been deposed for his opinions. Such an admission would have jeopardized the academic prestige to which an ambitious university laid claim and upon which a major university necessarily relied. The President consequently had taken refuge in the alleged imperfections of his victim: Ross, he had announced, had been dismissed for scholarly incompetence. When the American Economic Association launched an inquiry into the case, it had set as its primary task the unmasking of the administrative motive. Unsurprisingly, Lovejoy now assumed that he faced a similar situation at Utah and was embarked on a similar task. The

Stanford paradigm suggested that the Utah administration would not engage in frank confession and that the object of the investigation would be to expose the grounds for dismissal that were ulterior and as yet arcane.

Accordingly, Lovejoy spent a good part of his time on the Utah campus looking for two kinds of evidence: signs of improper pressure originating outside the university, signs of official pusillanimity visible from within. Nor was he disappointed in his search. In 1915, the state university of Utah was certainly no academic freedom sanctuary. It was clear to Lovejoy from his inquiry, and he made it clear in his report, that the President's protective instincts went out to the annual appropriation and not to enduring principles. Inclined to respond with contagious fright to any sign or whisper of disapproval, this head of a state university had gone so far as to warn the members of the faculty not to bestir the Mormons by doubting the words of Joseph Smith, while on economic issues he had given his faculty to believe that it would be wise to appease the conservative Legislature by holding *Adam Smith sacrosanct* as well. At one time, President J. T. Kingsbury had replaced the head of the English Department with a Mormon religious apologist; at another time, the Utah Board had refused to reappoint a teacher who had become *persona non grata* to the governor. And there were other unsavory details, which Lovejoy set down in his report with revulsion and a certain gusto.

But contrary to his apparent expectations, these sinister events and indications, while they illuminated general conditions, did not bear on the motives for the main dismissals or get at the heart of the issue that had caused the faculty to resign. Eventually, Lovejoy had to conclude that the issues in the case were not ideological but personal, that the acts which had provoked dismissal had not been some impious speech aimed at sanctified ideas, but at some presumed discourtesy and defiance directed at official authority. What was more, lacking either worldliness or guile, the President and the Board had frankly said so, so that the stated grounds for the dismissals, far from being disingenuous, actually defined the policy of the institution toward certain kinds of faculty conduct. Lovejoy was compelled to revise his initial assumptions about the case. The case did not involve academic freedom—at least not as he and his contemporaries defined the term. Compared with the momentous image of embattled men of learning striving to make their knowledge known (the image that had drawn him to the scene), the picture now before him of a president squabbling with subalterns over the deference owed to rank was smaller in scale and bereft of grandeur, an academic issue of another sort. Moreover, as he had to alter his understanding of the case, so too he had to modify his definition of his task. It was not enough in a case like this to expose clandestine motives; what was needed was an appraisal of the rules dealing with hierarchical relationships. This—it should be said

for his flexibility—he was willing to attempt: having crossed a continent to become enlightened, he was not disposed to depart until every vital issue had been explored. But the proliferation of issues quite unexpectedly produced a ramification of roles for the investigator. Expecting to play the detective, Lovejoy found that he had to be as well a critic of academic management, a human relations counselor, and a judge of the inviolated problem of internal academic discipline.

At Utah, as at most institutions at that time, there were no written statutes or regulations defining the classes of acts that made a teacher liable for dismissal on disciplinary grounds. Offenses, as Lovejoy pointed out, were "determined in individual cases by the judgment of the President and the Board holding office at the time. . . ." What the current President defined as conduct meriting expulsion was made clear in his recommendations for dismissal which he had submitted to the Board that spring:

I am convinced [he told the Board] that Dr. A. A. Knowlton has worked against the Administration of the University. Dr. Knowlton has also spoken very disrespectfully of the Chairman of the Board of Regents. My opinion is that respect is due the Regents, especially their presiding officer, . . . and that therefore the author of such remarks should not be retained in the employment of the University.

I am convinced that Professor George C. Wise has spoken in a depreciatory way about the University before his classes and that he has also spoken in a very uncomplimentary way about the Administration.

The Board adopted the recommendations, dismissed the two professors without a hearing, and offered this additional justification:

When friction is developed to a serious and irreparable point it must be eradicated. Investigations to ascertain whether the superior officer or a subordinate is most to blame do not stop the friction. In such cases the only practical course is to remove such causes of friction as are deemed least valuable to the work of the organization.

The ominous gist of this latter statement was that harmony took precedence over every other value. It mattered nothing to the Board whether in a conflict with superiors the teacher was more sinned against than sinning or even whether he sinned at all. Presumably, according to the Board, for the sake of a frictionless existence, a professor might forfeit his position if he but troubled an administrator's dreams.

To know what such rulings meant, one had to ascertain the particular acts to which they had been applied. Lovejoy discovered that Professors Knowlton and Wise had given offense on two occasions. Professor Knowlton had once made bold to say, to a colleague in private conversation, "Isn't it too bad that we have a man like that as Chairman of the Board of Regents?" (The colleague with

genial malice had passed this on to the President.) Professor Wise had once remarked to his students that "the educational standing of the University of Utah was inferior to such a University as Yale." "I did not forget to add," Professor Wise later deposed, "that in this respect Utah was improving rapidly." (These comments had also been conveyed to the central intelligence office.) The President's other charge—that the men had been working against the Administration (by which he meant that they had been trying to have him removed from office)—proved to be entirely unfounded.

Lovejoy was appalled. To magnify such paltry sins into the crime of insubordination, to use a system of espionage to check on the faculty's affections, to insist on a loyalty more fastidious than that which a jealous husband would be likely to ask of a wife, seemed to him to be gross perversions. "The law of *lèse majesté*," he declared, "cannot with advantage be applied to university faculties in America." Espionage, he believed, could not be tolerated; the use of tattled confidences for the purpose of incrimination was a practice, he thought, to be condemned. As for the Board's policy of harmony at all costs, Lovejoy felt bound to remark, looking at the decimated faculty, that the trouble with such a policy was that the costs were invariably much too high. In his words, "the policy of disregarding considerations of equity and of heeding only considerations of efficiency does not in the long run tend to the efficient working of any organization of human beings. . . . [I]t is not effective even in the management of business houses. Applied in the government of universities it is the sure beginning of disaster."

To Lovejoy, the attitude of this Administration toward the problem of insubordination seemed so extreme as to be exceptional. He thought the conduct of the President was so injudicious that it required a psychological—he almost said psychiatric—explanation. He noted that the President in recent years had been subjected to heavy criticism for his handling of university affairs, that he was afraid that he might lose his position, and that this ever-growing anxiety made him unduly suspicious of his staff. The Board, he thought, also behaved in an unusual fashion. By refusing to investigate the charges, by announcing that a teacher had to please, it had blithely surrendered the institution to that large uneasiness of mind that took possession of the President whenever he found opposition. Without actually using the terms, Lovejoy made it appear that the President was almost paranoid, and the Board singularly obtuse.

But here Lovejoy failed to employ either a large or long enough perspective. In demanding the allegiance of his faculty, President Kingsbury was not unique, and in automatically ratifying the President's wishes, the Board was not uncommonly remiss. Both were employing a formula of control that had long been enshrined in academia. This formula of control had originated in the patriarchal setting of the old-time college. All through

the colonial period and down to the end of the ante-bellum era, the president of the college, as a pastor in the sponsoring sect and usually a highly placed churchman, had been the paterfamilias of the institution. The teachers under his charge, often men of tender years who were deviating temporarily from their church careers, had accepted a filial relation to him. Thus, a system of academic command had developed which rested on a strong underpinning of consent. The president had become an object of veneration as much for his ecclesiastic status as for his high academic place; and the faculty had accorded their devotion not merely to a formal superior but to a man who far surpassed them in years, in communal standing, and in experience.

Since then, many changes had occurred in the academic social order. The secularization of the colleges, which gradually had laicized the presidency, had dispelled some of the aura of that office: the new academic executive, drawn from the less spiritual walks of life, might win regard if he had merit, but he usually did not inspire genuflection. Concomitantly, the status of the professor had risen, as in time he became released from degrading schoolmaster duties, began to engage in scholarly research with its high honorific rewards, and came to render a lifetime of service to what was no longer a retreat but a profession. With these changes, the old habit of veneration began to wither. More and more faculties came to feel that the academy was a society of equals, not a family of father and sons. But the patriarchal ideal remained

viable in the minds of many college presidents. Archaic though it was, it still possessed the very great utility of appealing to their vanity; it still served as a useful instrument in their sometimes desperate struggles for survival; and it suited their altruism too, for they did not find it difficult to identify loyalty to their persons with loyalty to the institutions they controlled. What the formula lacked in these modern times, however, was the element responsible for its past success—normative acceptance by the faculty—and what it produced whenever it was asserted was a resounding clash of expectancies. In such a situation it was not unusual for a president to take arms against a figment or a trifle. The ability to convert a lack of positive affection into a positive sign of disaffection, an occasional disparaging remark into a full-fledged conspiracy against authority, was not President Kingsbury's special talent. Immoderation and hyperbole were inevitable in a situation where leaders demanded a kind of homage which their followers were not willing to concede.

It was, in fact, the typicalness of the Utah story that gave the case significance. For these wrangles over pride and precedence were the very stuff which academic wars were made of, and would far more often issue in dismissals than the great intellectual combats which the founders had had in view. Having once taken cognizance of the ordinary, the Association could not refuse to accept the large and continuing responsibilities for which it had been initially unprepared.

... a régime of law

When we turn to the special field of government over institutions of higher education, there is perhaps even more room for differences of opinion as to what type of government should prevail. However, there is logically room for only one view in the ranks of the American Association of University Professors. The Association is dedicated to the view that a government of principles or law is as suitable and as necessary to the administration of higher education as it is to the control of society at large. In the view of the Association only the development of such a régime of law can eliminate administration based upon the personal views of administrators or their whims and limitations or upon the expediences of the moment. Any socially acceptable direction of higher education calls for the effective grounding of educational policy upon a régime of law.

From "Due Process in Higher Education," by DR Scott, Bulletin, Summer, 1946, p. 370.

Staffing the Nation's Colleges and Universities: Some Perspectives¹

By HOMER D. BABIDGE, JR.

There are three ways in which we as a Nation might respond to the tidal wave of students which threatens to inundate our colleges and universities within the next decade. In the first instance, we could limit enrollment to the present level, and simply keep out the two and one-half or three million additional students who will be seeking admission by 1970. In this way, perhaps we could satisfy ourselves that we were at least maintaining qualitative standards in the face of onrushing multitudes. This strikes me, however, as both an unlikely and an undesirable course of action. As an alternative, we could accommodate all of those students who will be seeking admission to college in the coming decade and at the same time increase our physical and intellectual resources commensurately, so as to provide education in quantity without reducing our standards of quality. This, on all counts, would be the most constructive possible course of action. It would at the same time be the most expensive and the most difficult.

The third possible response to the oncoming tidal wave, and the response which I fear is the most probable, is that we accommodate dramatically increased numbers of college students *without* a commensurate increase in educational resources. Obviously, such a course of action would simply diminish the quality of education dispensed by our institutions of higher education. But if we do respond in this way, it will not be the first time that we as a Nation have paid for quantitative increases through a diminution of quality.

The pressures upon us to accommodate the six million or more students who will wish to be enrolled in college by 1970 are obvious, valid, and, I would venture to say, irresistible. Increasingly, an individual young man or woman is aware of the importance of a college education in achieving his or her goals in life, both material and intellectual. At the same time, the Nation's need for highly educated young men and women grows at a

pace that outreaches the imagination. The demands of scientific advance and technological innovation, as well as the social and political demands of urbanization, economic and social mobility, and leap-frogging world affairs, require highly educated manpower in numbers far beyond anything we have known in the past. The Twentieth Century has an appetite for education and for educated persons which, from all present evidences, is insatiable.

On the other hand, the pressures for the maintenance of quality in our higher educational establishments are less obvious, less direct, and easier to overlook. Because it is difficult and expensive to maintain quality, there is a very great danger that we will do only half the job that needs to be done. We may well provide for additional millions of young people what we blithely call a college education, only to realize in subsequent years and in subsequent generations that we have defrauded the Nation's youth, and the Nation itself.

The resources that will be needed if we are to sustain quality in the face of dramatic quantitative increases are many. We will need physical facilities in an order of magnitude that is staggering. The classrooms, libraries, laboratories, and dormitories required to accommodate additional students are both great in number and increasingly expensive. It has been estimated, for example, that the Nation would have to spend between now and 1970 some \$19 billion in order to put its physical plant into condition to accommodate anticipated numbers of students. Lest the significance of that figure seem elusive in these days of inflation, it is a figure greater than the entire Federal budget on the eve of World War II.

But even with the kind of physical plant required, we could not maintain quality in higher education without the human resources—without faculties which are adequate for the task, both in numbers and their qualifications to instruct the young. Few persons really familiar with higher education are unaware that great teaching and great learning have occurred in humble, even uncouth surroundings, or that there is nothing more hollow than an unmanned citadel of learning, however elegant or extensive.

¹Adapted from an address before the Ohio College Association Conference, October 15, 1960.

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Because I consider these human contributors to the learning and teaching process to be the most vital element in the mystical potion we call quality in higher education, I should like to direct my comments to the problem of staffing the Nation's colleges and universities. It is, of course, a subject vast beyond the reaches of a single article, but I should like to suggest some perspectives on this problem that I believe important.

Let me suggest first of all some of the quantitative dimensions of the staffing problem that confronts the Nation's colleges and universities in the coming decade. In doing so, I should like to stress that these are dimensions only now being felt out, and that within the problem area of staffing, as within the larger area of higher education needs, qualitative factors far outweigh the quantitative. Nonetheless, I believe it may be helpful if those reflecting on this problem know something of the gross orders of magnitude involved.

The most obvious professional staff need of the Nation's colleges and universities is the need for teaching personnel. It is evident that as the number of students increases over the coming decade, there must be an increase in the number of teachers at least approximately commensurate with the number of students. Even assuming what may be inevitable, namely that each teacher will have to carry a somewhat heavier teaching load, the total teaching force of the Nation's colleges and universities will have to grow substantially.

Somewhat less obvious than the need for classroom teachers is the need for administrative personnel. Although we may acknowledge that many faculty and most students would prefer to get along without administrators, the demand for them increases. Demands for nonteaching professional personnel in such areas as student services, libraries, and financial management can be expected to rise at a rate at least as great as that of teaching personnel. Assuming that both teachers and administrators take on an increased work-load of 20 per cent over the next decade—if for no other reason than necessity—their numbers would have to increase by at least 90,000, from some 232,000 to approximately 322,000, in order to maintain any reasonable semblance of the existing ratios between such personnel and the students they serve. The numbers used here refer to full-time equivalent staff—the actual numbers of individuals are substantially larger.

But higher education is not only growing broader, it is growing higher. As our society and its problems increase in their complexity, there is an ever increasing need for more highly trained personnel. This accentuates the advanced training and research functions of the Nation's institutions of higher education. Increasingly, large proportions of university staff are devoting virtually all of their time to what has come to be called organized research, and if it is assumed that during the coming decade this function of our universities will double again

—which seems to me a modest and reasonable assumption—an additional 40,000 professional university and college staff persons will be needed for this purpose alone.

Thus, taking instructional, administrative, and research staffs all combined, the Nation's need may be expected to increase from something on the order of 272,000 to slightly more than 400,000 by 1970. And the job of meeting this need is more difficult than it may seem on the surface.

To achieve a net increase of 130,000 over the next ten years requires a good deal more than adding 13,000 staff members each year. Provision must also be made to offset the approximately six per cent annual loss through death, disability, retirement and transfer to other occupations. Thus, by means of a little simple arithmetic, one can arrive at an estimate of the cumulative need for new professional staff in the Nation's colleges and universities over the next decade (including replacements and additions) of some 336,000. What I am saying is that the Nation's colleges and universities, which at the present time have some 272,000 professional persons in their employ, must hire during the next ten years 336,000 persons. The task of recruiting, training, and engaging in ten years a professional staff significantly greater than the present total staff, is one of obviously serious dimensions.

Let me stress again the fact that I am trying here simply to suggest that there is a great quantitative need. But the problem is only partly quantitative. Even without being able to measure its precise numerical magnitude, I think I can honestly say that the resolution of the problem will require effort and expenditure far beyond anything we can presently conceive. The chances are very good, of course, that we will have a college teacher at the head of every classroom, no matter how many students we enroll. The danger is that if the professor at the head of the classroom is a good professor, he may have hundreds of students before him, where he should have tens. Another possibility is that, while the class may be small, the "professor" at the head of the class may be an untried and untrained graduate student. We will somehow get teaching bodies into classrooms; but we must resolve that our objective is to do more than have warm bodies in cold classrooms. We must see to it that the college instructor is trained and qualified for his position; and we must see that he confronts students in appropriate numbers and in an atmosphere that is conducive to true intellectual stimulation.

Unhappily, we find it exceedingly difficult to measure the qualifications or describe the ideal preparation of an effective college teacher. I suspect that when we talk of good or great college teachers, each of us has in his mind the recollection of one or a handful of his own teachers—those who have left a profound imprint on the

views and attitudes of their students. But it is exceedingly hard to generalize from such subjective impressions. Certainly in my own experience, the half dozen most memorable teachers and professors I have had fall into no apparent pattern. Insofar as I know, there is no prototype of the successful college teacher. True, it is possible to tease out some generalizations regarding the intellectual capacity, the alertness, and the integrity of these great teachers; but beyond these general qualities—none of which insofar as I know can be developed—it is exceedingly difficult to know how to measure the quality of a faculty.

One of the few indices we have is the extent of academic training of the individual teacher. Without wanting to suggest in any way that the doctorate is *prima facie* evidence of qualification for college teaching, I can say that it has long been accepted as at least a crude index of one kind of quality in a faculty.

Recent studies of the National Education Association seem to indicate that the percentage of new college faculty holding the doctorate is declining. Assuming that there is a positive relationship between the doctorate and qualification for teaching, this would indicate a declining quality in instruction in the Nation's colleges and universities. It is thus possible to predict a further decline in quality teaching unless something dramatic and drastic is done to increase the output of the Nation's graduate schools.

Consider these facts: the present national output of earned doctorates in the United States runs to about 9,600 a year. Of these, only approximately 60 per cent can be counted on for careers in higher education: they are either already employed in higher education, or will take positions in higher education. The present output of some 5,800 earned doctorates for higher education each year, if only maintained during the coming decade, would produce 58,000 to meet the employment need of 336,000 estimated earlier in this article. This in turn would mean that only about 17 per cent of the persons hired to fill positions in higher education during the next decade would hold the doctorate. The significance of this figure for the quality of higher educational instruction in the coming decade is altogether too obvious.

Looking at the situation realistically, however, it is not likely that our present output will remain constant during the coming decade. In fact, it has been projected that by the end of the coming decade the number of earned doctorates will have doubled over the present rate. Assuming that half of those persons with earned doctorates continue to go into careers in higher education, we will have reached a level in 1970 at which 10,000 or 11,000 can be counted upon for work in higher education. If this rate of production could be achieved next year, it would be possible to estimate that about 30 per cent of our entering college faculty and profes-

sional staff would hold the doctorate—a figure that does not compare so unfavorably with present figures. But as I indicated, the projected output rate of 18,000 earned doctorates is not expected to be achieved until the late 60's—long after the tidal wave has swept our college campuses.

Herein lies the true problem: the need to accelerate the rate at which our graduate schools are expected to grow, and to increase the immediate annual productivity of these schools. Unless we can find some way to increase promptly the output of earned doctorates in the United States, there is a very real likelihood that the large number of additional students that we accommodate in the middle of the 1960's will be taught by a faculty gravely deficient in the credentials usually associated with well-qualified college faculty.

If the foregoing estimates are valid (and I think I can assure you that they are reasonably so) then we are clearly on the verge of a major set-back in American higher education. We are in grave danger of cheating an entire generation of college students by offering them what purports to be a college education but what is only a pallid, dilute imitation thereof.

What can be done to avoid such a mockery? Let me suggest some steps that I believe fall within the range of reasonableness, that can be taken and taken now to minimize the effect of the danger that confronts American higher education.

Reforms are needed in our graduate schools and particularly in graduate programs leading to careers in college teaching. In the first place, we must shorten the period of training required for an earned doctorate. In theory, this training period is three or four years; in reality, it often extends for seven or eight. The length of time it takes to earn a doctorate is one of the things that discourages many young people from launching on careers in college teaching. And the expense of seven or eight years of graduate study is enough to discourage a great many more. The clogging effect on the graduate school pipeline of this accumulation of scholars-in-purgatory is obvious.

Our graduate schools must begin to work at the job of turning out doctorates on schedule. They can do this by encouraging graduate students to devote essentially full time to their academic work, instead of encouraging them to assume teaching and research assistantships which, however much they may do to bolster the staff of the institution, only succeed in deferring the date at which the student can become a full-time member of the staff. In order to do this, student assistance in the form of fellowships and grants must be increased significantly.

Assuming that our graduate schools can increase their output of well-qualified college and university teachers, it seems to me that we must make better efforts than we have thus far to deploy them properly. We must deploy them into those fields of teaching activity and into those

institutions where they are most needed. It does not benefit higher education as a whole if all of the earned doctorates are employed by a handful of the Nation's largest and wealthiest institutions. There are now more than 2,000 institutions of higher education in the United States, each with a need for some persons trained to the level of the doctorate. Efforts must be made to insure that the small college as well as the large university can and does attract its fair share of highly trained professional staff.

We must be much more discriminating in the deployment of staff. Just as we must not send a boy out to do a man's job, it is important that we not waste a man on a boy's job. We must give far more thought than we have thus far to the relative need for earned doctorates as between, for example, the junior college on the one hand and the university on the other. If a person holding the doctorate is required to teach advanced courses in the graduate schools of our universities, is one also required to teach beginning English in the freshman year of college? If the Ph.D. continues to be largely a research-oriented degree, is there not a relatively greater need for Ph.D.'s in research-oriented institutions?

These questions of the deployment of personnel are closely related to the need for improved utilization of our college teachers. If the holder of a doctorate in English is assigned to teach remedial composition to college freshmen, it would seem quite obvious that he is not being utilized fully. And if the college teacher is loaded down with the clerical work of attendance-keeping or service on faculty committees, it can similarly be argued that his expensive training is not being put to the most profitable use. We must somehow free the college teacher of the nonessential aspects of his current work, in order that his highly developed skills and his expensive training can be channeled into the most purposeful possible activity. Lengthening the intellectual arm of the college teacher should be a prime objective of the next decade.

But even though we take steps to increase the efficiency and effectiveness of our graduate schools, and even though we improve the deployment and utilization of our professional personnel, we still have not solved the problem.

First and foremost, vigorous steps must be taken *at once* to recruit into college teaching a larger proportion of our college undergraduates, for only by broadening the base of college personnel do we have a chance of meeting our future needs. There are few careers which in terms of personal satisfaction and a sense of contribution to the advancement of mankind, are more rewarding; there are few, if any, careers in which one's personal and professional life can be so stimulating and pleasurable; and there is *no* career in which one can enjoy so much sense of personal development throughout a working lifetime. The young man or young woman who is

looking for prestige or social acceptance will certainly find it in a career in college teaching. In short, there is no valid reason why so few young people should seek careers in college teaching.

But there are obstacles to understanding the potentialities of a career in college teaching. In the first instance, a major effort must be made to describe college teaching to young people through written materials and through more intimate association with persons in the career itself. Teaching is one of the very few occupations that a college undergraduate has no chance to try out during a summer vacation, for example. Banks, industrial concerns, business and financial organizations, all recognize the mutual benefit of taking on summer employees to give them an opportunity to try out the business—to try it on for size. Even the premedical student can work in a hospital, and the pre-law student in a law office. We must find ways whereby the interested college undergraduate can be exposed to the challenges and appeals of college teaching before the day on which he makes a decision regarding his career. If we fail to do this, we cannot hope to attract larger numbers of young people into higher education. It is totally unreasonable to ask young people to accept a career on faith, or on the basis of what they have seen of it from so remote a place as the student's desk in the classroom.

There is a short circuit here. If, as I believe, teaching is a truly wonderful career; and if, as I strongly believe, the young people of the current college generation are searching even more conscientiously than their forebears for rewarding, vital careers, then something is wrong in our system of communication. I have described to you today the immense growth that is certain in American higher education; I venture to say that if I were selling stock in higher education, given its certain growth in the next decade, I would be flooded with buyers. I fail utterly to see why it is that young people cannot be made to see the yield—in terms of immediate return and ultimate growth—that awaits them if they invest in careers in college teaching.

There is nothing mystical about college teaching. It is no more elevated nor august nor inaccessible than careers in other professions. Yet we have proceeded for centuries on the assumption that while people may consciously and carefully choose among other careers, they are somehow or other chosen to be or not to be college professors. This misguided notion—which I regret to say is largely the responsibility of college professors themselves—must be destroyed before real progress can be made in meeting college faculty needs of the future. I would urge college professors to abandon the notion that theirs is a profession to which few are called and even fewer chosen. They alone can know and communicate the joys and rewards of teaching. Let them, in the interest of preserving the

integrity of their calling, launch a kind of academic person-to-person program that will promote an appreciation of their way of life.

All of these modest steps I have suggested can be taken. They require only a higher degree of resolve and imagination than we have exercised in the past. They do require that we discard some of the sacred cows of the academic past, and that we take a more realistic view of the needs that face us in higher education. They require also that we take more realistic soundings of the troubled

waters in which higher education now moves.

Above all, we must think through what it would mean if we failed to provide quality education to the generation of young people that will be entrusted to the Nation's colleges and universities during the coming decade. The consequences of such neglect would be with us for at least a half century—a half century in which this Nation should be leading the world. We and the world cannot afford second-rate leadership, but we will have second-rate leadership if we have second-rate education.

... to enhance the dignity of the scholar's profession

If education is the cornerstone of the structure of society and if progress in scientific knowledge is essential to civilization, few things can be more important than to enhance the dignity of the scholar's profession, with a view to attracting into its ranks men of the highest ability, of sound learning, and of strong and independent character. This is the more essential because the pecuniary emoluments of the profession are not, and doubtless never will be, equal to those open to the more successful members of other professions. It is not, in our opinion, desirable that men should be drawn into this profession by the magnitude of the economic rewards which it offers; but it is for this reason the more needful that men of high gifts and character should be drawn into it by the assurance of an honorable and secure position, and of freedom to perform honestly and according to their own consciences the distinctive and important function which the nature of the profession lays upon them.

From "General Report of the Committee on Academic Freedom and Academic Tenure," Bulletin, December, 1915, p. 24.

The Image of the College Professor¹

By DONALD D. O'DOWD AND DAVID C. BEARDSLEE

The recent concern over the increasing difficulties of recruiting young people to staff the nation's colleges and universities has tended to focus upon the depressed state of college teachers' salaries and the frustrations that beset faculty members. The attitudes of college undergraduates toward careers in higher education have rarely been mentioned in this connection. When observers have reported the attitudes of students, the emphasis has most commonly been upon the disadvantages students perceive in college teaching, overlooking the positive characteristics that undergraduates associate with an academic career. In contrast to this, when approximately 800 college men at three colleges were actually asked to rate each of fifteen high-level occupations in terms of how strongly they would like to enter them under ideal conditions, college professor emerged as the most attractive.² The college professor was grouped very closely with the doctor, lawyer, and business executive in general appeal; but the desire to be a college professor was considerably greater than the desire to be a scientist or school teacher, the occupations that form the next cluster. This finding suggests that students accord high value to intellectual pursuits and the style of life that they associate with college teaching. Were it possible for them to do so, many college men would probably seek careers in higher education.

Two approaches were used to gain the gift "to see ourselves as others (students) see us." One study was designed to elicit a spontaneous image of the professor; a second study was aimed at a rigorous examination of the characteristics associated with the professor by college students. First a number of undergraduate men at Wesleyan University were asked to relate their thoughts and impressions about several high-level occupational roles, including college professor.³ The students were encouraged to talk freely about the occupations, and their

comments were recorded by an interviewer. Students chose to talk about the way people in specific fields are seen by others, the kind of life they lead, and their personality characteristics.

In these interviews it was apparent at once that to students the professor is a *teacher*. The molding of young minds is his salient academic function. Rarely did a student suggest that a teacher writes or conducts research; he is fully dedicated to encouraging the personal and intellectual development of each of his students as individuals. He is, of course, believed to be a person of high intelligence, devoted to intellectual and scholarly pursuits that require the full exercise of his mental powers, but the "scholarly" function of the professor is seen by students as wholly one of student contact and the preparation and conducting of classes.

Students see an assortment of characteristics in the professor. He is well informed about matters of public interest. He is well read, and he attends to cultural, social and political developments. Relatedly, the college professor is sensitive in intellectual, artistic and interpersonal spheres. The students' view of the professor's socioeconomic position is revealed by the compatibility of the statements that he is highly regarded by the community but poorly paid. The primary implication of his economic limitations is that his life-style is restricted in that he cannot entertain lavishly or vacation expensively. Only two negative features of the professor were mentioned spontaneously by more than one or two respondents. The professor was described by a few students as somewhat egotistical and intellectually domineering. Some students remarked in a sympathetic vein on the social awkwardness of the college professor, seeing him as a person who wishes to be friendly and popular, but lacks the graceful social manner that would facilitate easy, informal relationships with others.

The results of these interviews are interesting, but they must be interpreted with caution. They were obtained from approximately 50 unsystematically selected undergraduates at but one liberal arts college. Therefore, a questionnaire was designed to obtain a more precise, differentiated, and general view of the way in which undergraduates perceive college teaching and a number of other occupations entered by college students. The questionnaire was given to random samples of undergraduate men and women in arts and sciences at four col-

¹ The research reported herein was performed pursuant to a contract with the United States Office of Education, Department of Health, Education, and Welfare. Additional support for the research was provided by the Faculty Research Committee of Wesleyan University.

² The fifteen occupations are listed in Table 1.

³ E. Wayne Harbinger and Anthony La Cava, Wesleyan undergraduates, assisted the authors in executing this study.

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leges located in the Northeastern states.⁴ Approximately 1200 students, half of them freshmen and half seniors, were questioned.⁵ The questionnaire, which was developed through a series of exploratory studies over a two-year period, consisted of a set of double-ended, seven-point scales of the following form:⁶

1. wealthy —:—:—:—:—:—:—:— not well-to-do
2. optimistic —:—:—:—:—:—:— pessimistic
3. excitable —:—:—:—:—:—:— calm

The student was requested to rate on all scales and on a separate page each of 15 high-level occupations.⁷ Such questionnaires do not elicit the richness of response of the unstructured interview, but in exchange they permit quantitative comparisons of judgments about the several professions as well as unbiased comparisons of the responses of various groups of students.

Image of the Professor

Analysis of the responses to the questionnaires revealed that all groups of students shared, with only minor differences, the same image of the college professor. According to the students, the most prominent feature of the college professor is his great intellectual power—a combination of native intelligence, capacity for thought, and a high level of wisdom. In this respect, the college professor outranks all other occupational roles, including doctor, lawyer, and scientist. Associated with the professor's intelligence is great interest in and sensitivity to art. In sociopolitical outlook the professor is an individualist and a radical. He is believed to be only moderately interested in people. Although judged able to get along well with others, this is clearly not his major concern—he is, after all, a man of intellect. The college professor is believed to be unselfish; his devotion to the instruction of others is supported by generous motives. The college professor is not markedly dominating, yet he is moderately active, strong, confident, and self-sufficient. The relatively high rating of the professor on per-

severance and self-assertiveness suggests that these qualities are associated primarily with a man of thought rather than a man of action. The strength possessed by the professor is derived from his adequacy in dealing with ideas rather than reality.

Students emphasize both the emotional richness of the professor's life and his lack of impulse control. Compared to other high-level occupational groups, college professors are excitable, rash, changeable and somewhat strange. They are also thought to suffer from a fairly high frequency of emotional problems, to be depressed instead of cheerful, pessimistic rather than optimistic. The combination of high intellectual status and a complex emotional life probably accounts for the description of the professor as a very interesting and colorful person.

Added depth can be given to this picture by noting the social location of the college professor. He is relatively poor and has little opportunity for advancement, but at the same time is relatively high in social status, is moderately successful, and is even thought to have some power in public affairs. The social contribution of the professor is acknowledged by students who believe college teaching to be among the most valuable occupations. They also assert that the highest degree of personal satisfaction is derived from membership in the academic profession.

The home life of the college professor is very happy, but he is not expected to have a pretty wife. The professor is more likely than any other professional man to play chess; he is a willing bridge player, but he will rarely be found at a poker game.

Several features of this image require special comment. The juxtaposition in the professor image of high social status and success with low income points to an ambiguity in his social position. The implication seems to be that students believe success in high-level occupations is to be judged largely in terms of the goals of the field in question, not primarily in terms of money. Continuing "uncertainty" about the political reliability of the professor is implied by the image of a man of substantial power in public affairs who is impulsive and radical.

Comparison of the image of the professor with the images of other occupations brings out a feminine component of the professor image. This feminine aspect arises from the fact that he is associated with intellectual and artistic concerns; he is changeable and impulsive; and he is only moderately endowed with vigor, strength, and aggressiveness.

Men of Thought

The similarity between the image of college professor and of other high-level occupations is measured by the correlations of the professor image with the images of the other occupations that are presented in Table 1. These data reflect the students' view that the college professor

⁴ The colleges were Wesleyan University, a second highly selective private, men's liberal arts college, a highly selective, private liberal arts college for women, and the College of Arts and Sciences of a state university. The data were gathered in 1958 and 1959.

⁵ Over 90 per cent of the students contacted returned completed questionnaires at three of the four colleges. At the second private men's college, all of the freshmen, but only two-thirds of the seniors, filled out the questionnaire. The data from this college have been omitted in several of the analyses that are reported.

⁶ The form of the questionnaire and some of the scales are taken from C. E. Osgood's work, e.g., C. E. Osgood, G. J. Suci, and P. H. Tannenbaum, *The Measurement of Meaning*. Urbana: The University of Illinois Press, 1957. Other scales were adapted from R. B. Cattell, *Personality and Motivation: Structure and Measurement*. Yonkers-on-Hudson, New York; World Book Company, 1957.

⁷ The entire study is summarized in "College Student Images of a Selected Group of Professions and Occupations," Final Report, Cooperative Research Project No. 562, U. S. Office of Education, Wesleyan University, Middletown, Connecticut, 1960.

TABLE 1—Correlation of College Professor Profile with Profiles of Other Occupations

Occupation	Correlation
School Teacher	+ .80
Scientist	+ .77
Artist	+ .70
Social Worker	+ .57
Doctor	+ .44
Lawyer	+ .40
Engineer	+ .21
Personnel Director	— .02
Business Executive	— .11
Accountant	— .19
Industrial Manager	— .21
Sales Manager	— .26
Retail Store Manager	— .29
Office Supervisor	— .31

has many features in common with the school teacher, scientist, and artist. The college professor is somewhat like the social worker, and to a lesser degree he is similar to the doctor and lawyer. The negative correlations between all of the business occupations and college professor suggest that the strong critical reactions that have developed in recent years to the "affluent professor"⁸ stem in part from a large discrepancy between the image of the driving, aggressive businessman and the bright, amiable, but somewhat poor and ineffective scholar.

Such correlations measure only over-all similarity. The comparisons of college professor with scientist, school teacher, and artist can be developed in some detail. A comparison of the college professor and the scientist, for example, is valuable because these are alternative careers for many highly trained men. Some men, of course, occupy both of these roles although, in the judgment of students, these two disciplines recruit quite different people. The college professor and scientist both are rated very high in intellectual ability, with the college professor having a slight advantage. They are judged very differently in terms of their aesthetic interests, since to the scientist is attributed neither interest in nor sensitivity to the arts. In other words, the scientist is intelligent but not cultured. The college professor, although only moderately sociable, differs markedly from the scientist, who is uninterested in people, unsociable, and very low in social popularity. Neither the professor nor the scientist is given high ratings on masculine aggressiveness and dominance. The scientist has difficulties in coping with concrete reality similar to those that were noted for the college professor. It is not possible to tell whether this comes from a lack of talent or a lack of interest on the part of these men in manipulating real issues. Socially and politically the scientist is a shade more radical and individualistic than the professor.

Both the college professor and the scientist are emotional, impulsive, and depressed. However, the college

professor is much more interesting and colorful than the scientist. This difference may arise from the lack of artistic sensitivity and the social isolation of the scientist.

Although the scientist is accorded greater wealth and opportunity for advancement, the two occupations are approximately equal in social status, success, and political power. Students rated both occupations very high in value and as sources of satisfaction. The professor has the happier home, and although the professor's wife falls far short of being a Miss America, she is prettier than the scientist's wife.

In summary, the college professor is economically less favored, but has greater artistic sensitivity, is very much more sociable, and is more exciting than the scientist. The scientist seems to have a slightly more masculine profile. To the student, the general stereotype of the college professor is more favorable than that of the scientist.

The similarity between the college professor and the male school teacher deserves some attention. Despite this similarity, the college professor and the school teacher differ markedly in four major respects. First, although the college professor is below most occupations in material and social success, he is thought to be much more wealthy, successful, and powerful in affairs, and to have much greater opportunity for advancement and social prominence than the teacher. Second, the professor scores higher than the school teacher on individualism and radicalism. Third, the professor is more colorful and interesting. Finally, the school teacher is more attentive to people, more sociable, and more clean-cut than the professor.

The college professor has somewhat higher scores on intelligence and interest in art than the school teacher, and he also has a higher standing in assertive masculine qualities. The occupations are ranked on the masculinity dimension from lawyer and engineer at the masculine end through college professor and scientist to school teacher, who receives a very low score on masculine characteristics.

In general, the college professor has both a more distinctive and a more attractive image for men than the school teacher. In the area of sociability, where the teacher is more highly rated, the rating of the professor is nevertheless quite respectable. For a person with a very strong service orientation, school teaching might appear more desirable than college teaching since the school teacher is seen as unselfishly devoted to the service of others at great cost to himself in terms of worldly rewards.

The similarity between the professor and the artist is surprising. This similarity results from the association of high intelligence and artistic sensitivity with both fields. Further, professors and artists have approximately the same scores on strong, active, self-assertive, and persevering. Both occupations imply relative poverty and strict limitations on advancement. They differ primarily in that the professor is much more sociable and much less im-

⁸ S. Klaw, "The Affluent Professors," *The Reporter*, June 23, 1960, pp. 16-25.

pulsive than the artist in spite of the fact that the professor is noted for his freedom from emotional restrictions relative to most other occupations. The emotional volatility of the artist was not even approached by any of the other occupations studied.

In each of these comparisons the professor seems to emerge with a decided net balance of desirable characteristics. He shares many attractive qualities with the scientist, school teacher, and artist, but his image has an internal coherence that differentiates it from the others. It is likely that the image of the college professor fits with the personal ideal of many undergraduate students. Were it possible they would like to think of themselves and be thought of by others as fitting this schema.

Mirror on the Ivy Covered Wall

In a related investigation the image of the college professor held by a group of professors was studied to assess the degree to which the faculty view agrees with the students'. It also permitted an estimate of the extent to which seniors were influenced by faculty during their four years of college, since of all occupational stereotypes, that of the professor is in the most favorable position to effect alteration during the college years.

A 60 per cent stratified random sample of the Wesleyan University faculty was given the same questionnaire to which the students responded. Of 74 faculty members contacted, 72 returned completed questionnaires. The data revealed that the college teacher's image of his occupation is substantially that held by students. The very high level of general agreement on the image is demonstrated by the correlation of +.89 between the profiles of scale scores produced by the two groups for the college professor. There are, however, several respects in which students and faculty members see the professor differently. The academicians rate the college professor lower on these qualities: hard, self-assertive, confident, and realistic about life. Apparently they see him as less vigorous and forceful. The professors also perceive members of their profession as less friendly and sociable than students do. Finally, the teachers have a lower opinion of the power in public affairs, wealth, and social status associated with their occupation. On the other hand, the professors give themselves higher ratings on such traits as calmness, caution, stability, rationality, and freedom from emotional problems. Whether it be familiarity or reality that breeds this dulled image, it is perhaps fortunate for education that students see their professors as less stuffy than professors think they are.

The younger faculty members (instructors and assistant professors) rate the power in public affairs and social status of the profession higher than do their senior colleagues. This finding is in agreement with Lazarsfeld's report⁹ that the senior members of social-science faculties

⁹ P. F. Lazarsfeld and W. Thielens, Jr. *The Academic Mind*. Glencoe, Illinois: Free Press, 1958.

have a dimmer view than younger teachers of the esteem accorded college teachers by people outside the field. The younger teachers also place the intellectual and aesthetic orientation of the professor at a higher level than do the senior faculty members. Such differences in belief about the academic man could be a function of differing amounts of experience or of the changing nature of the personnel entering the college teaching profession, although the image of the younger faculty does fall between the enthusiasm of students and the gloom of older professors.

Ivy and State

When the images of the professor held by different categories of students were compared, some important findings emerged. For example, women have a more favorable view of the professor than men, and rate the professor higher on intelligence, aesthetic interest and sensitivity, and masculine assertiveness. Women also associate a somewhat higher degree of casual sociability with the college professor.

A most important difference emerged when the student population was divided into students at private and public colleges. Private college students emphasize the richness, complexity, and vitality of the intellectual and emotional life of the college professor. The state university students attribute to the professor a higher degree of emotional control, masculinity, and worldly success than do their counterparts at the private colleges. This leads to the prediction that students at the two types of colleges will have different expectations about the behavior of the professor, and that college teaching as a career will attract students with different motives and concerns from these two groups. Further analysis indicated that these differing perceptions of the professor cannot be accounted for by major differences in the background characteristics (e.g., socioeconomic status) of students at the private and public colleges. It may well be that they arise from actual differences in the teachers drawn to the colleges included in the study. Roe¹⁰ has noted that scientists at public and private colleges manifest personality differences that correspond to the differing stereotypes found among the students.

A number of other group comparisons did not yield any significant differences in the image of the professor. For example, students from different socioeconomic classes and students from business and professional homes agree on the connotations of college teaching.

Several additional sets of data collected on Wesleyan undergraduates indicate that freshmen who have just arrived on the campus have a more favorable view of the professor than they have in the spring of the freshman year. By spring, the freshmen view of the college pro-

¹⁰ A. Roe. *The Making of a Scientist*. New York: Dodd, Mead, 1952. We are grateful to Dr. Roe for calling this point to our attention.

fessor has converged with that of upperclassmen. The college professor image undergoes at least as much change as other occupational images in the early months of college experience. There is enough casual discussion and commentary among students about specific professors and professors in general to inform the new students that the professor is a less friendly, successful, and worldly individual than they had thought on entering college. However, the student's close association with faculty members does not appear to affect his image of the professor during the remaining years of college, since the differences between second semester freshmen and seniors are few and small. Even these small differences do not show a convergence toward the image held by the faculty. A more rigorous test of the influence of faculty on student attitudes will be available when a four-year study of a single group of students is completed.

Three Campus Types

Although all of the results discussed above have involved reactions to the words "college professor," everyday observations as well as empirical studies¹¹ suggest that there are images corresponding to different types of college professors. To explore the variation within the college professor category, a student researcher¹² interviewed a small sample of Wesleyan undergraduates and obtained their reactions to the teaching roles, "English professor," "economics professor," and "chemistry professor." In general, the student respondents attributed higher prestige, greater sociability and attractiveness to professors identified by subject than to the generic term "college professor." This may have resulted because some students tended to think of specific members of the faculty when the more definite designation was used.

Of the three, the English professor is without doubt the most impressive. He is linked with learning, the arts, and with a genuine interest in students. It is believed that he is a good family man and that he travels a great deal in quest of enriching experiences. The professor of economics is the least clearly delineated of the three. Some students think he may have sought a business career but failed in his ambitions. He is believed to be devoted to his family and home—with few outside interests. Specific personality traits are not consistently associated with teaching economics. The image of the chemistry professor, on the other hand, is quite distinctive. He presents a hard, factual, and indisputable subject matter. He is interested in chemistry rather than in students. According to the undergraduates, his pursuits are solitary, whether he is in the laboratory or on vacation (e.g., he prefers hunting and fishing to broadening

travel). Almost all of his energies are focused on his work at the expense of students, college, friends, and family.

Although this little study was adequate only to explore a segment of the range of college professor images, it hints at the richness of connotations that may lie behind responses to the term "professor." The emergence of images ranging from the urbane and cultured humanist to the dedicated and solitary scientist mirrors the current concern in the academic world with the "two cultures" so forcefully expressed by C. P. Snow.¹³ It is worth noting that the image elicited by the words "college professor" is that of a professor of English; that is, the generic image of the profession is associated with one of its more scholarly branches.

One aspect of the importance of occupational images is illustrated by the results of yet another study.¹⁴ A group of Wesleyan undergraduates were asked to rate a "Wesleyan student who intends to go into college teaching" on many of the scales used by a separate group of students to rate the term "college professor." The data showed that the image of the undergraduate planning a teaching career was virtually identical with the image of the college professor (correlation + .95). It appears that, for most students, knowledge of another student's occupational goals will influence expectations about his personality, style of social activity, as well as his future prospects.

What's in an Image?

In a recent book on the academic profession, a young professor asks in the title of an article about the college professor: "What's the Image?"¹⁵ Part of the concern about this question among all professions and would-be professions arises from an understandable mixture of vanity and curiosity. Some of it is related to the conviction of specialists in every field that they are failing to recruit their fair share of the best young minds. Curiously, doctors, lawyers, businessmen, and scientists, as well as college teachers, all believe that they are losing out in the competition for talented young people.

There is good reason to believe that the images of occupations held by students are an important factor in their choices of careers. An occupational stereotype provides the student with a model of the average member of the occupation against which he can measure his present traits and his ambitions about the kind of person he would like to become. It is important to remember that most 18- and 20-year-old youths still believe that they can reorder their personalities in the direction of the

¹¹ See, for example, National Opinion Research Center. "Jobs and Occupations: A Popular Evaluation." In R. Bendix and S. M. Lipset (Eds.), *Class, Status and Power*. Glencoe, Illinois: Free Press, 1953.

¹² E. Wayne Harbinger also assisted in this study.

¹³ C. P. Snow. *The Two Cultures and the Scientific Revolution*. New York: Cambridge University Press, 1959.

¹⁴ This study was done by E. Stanley Bowers, a Wesleyan student.

¹⁵ R. E. Welch, Jr. "What's the Image?" In R. O. Bowen, *The New Professors*. New York: Holt, Rinehart and Winston, 1960.

heart's desire. Students will seek an occupational image that fits with their present conception of themselves and their beliefs about what they might become. In many cases, the actual content of the occupation in terms of work demands receives but scant attention by students in search of careers. From the point of view of the occupation, this means that the properties of the image will exercise a selective effect among students. It will appeal to those who believe they fit the image and will repel others who find the image unacceptable, and thus limit the range and variety of talents and personality configurations that will search out college teaching as a possible future occupation.

To students, the image of the college professor has not been strongly influenced by the excesses of the cartoonist and the humorist, although it bears scars from many unfortunate encounters. In a recent article, the following familiar description represents the common tendency among observers to focus on the weaknesses of the image while ignoring its strengths:

The professorial stereotype is disagreeably familiar—a bumbling, wooly-minded theorist, somewhat timid, thoroughly impractical, unfit for any occupation, and likely to harbor queer, if not subversive ideas.¹⁸

The evidence of the study described in the preceding pages is that in the minds of college undergraduates the image of the college professor is positively appealing. Yet, like every stereotype, the college professor image will tend to discourage certain college students. For example, reluctance of students to attribute an aggressive and realistic approach to life to the professor may well have a negative effect on young people wishing to deal directly and forcefully with their environment. The impression that the college professor is emotional and impulsive may discourage young people who are controlled, directed, and intolerant of emotional outbursts. Save for these limitations, it is likely that most young men in college are drawn by the image.

That more qualified young people do not enter the

¹⁸ H. Seymour, "Call Me Doctor!" *The Educational Record*, July, 1958, pp. 230-234.

academic profession is probably not due to the negative impression they have of the field. Many other factors far outweigh this as a hindrance to attracting able young men and women. One factor is the over-all appeal of several competing fields, notably medicine and law. Business is also attractive, but only if it can be entered at an executive level. Second, the cost and duration of preparing to be a college teacher is discouraging to students, particularly to the ambitious student who wishes to achieve quickly an independent role. In addition, the frequently expressed conviction on the part of students that to be a college teacher one must be a genius reflects an important concern. It often appears to the student that no amount of education can change his basic intellectual capacity to the point where he can hope to enter the realm of teaching at the college level. From the viewpoint of many college students, the teacher is born—not made.

The features of the college professor image have important implications for attracting students in different academic settings. Students in public and private colleges see the professor somewhat differently. State university students see the professor as successful and in control of his emotions. Private college students are more impressed by his exciting and expressive qualities. This leads to the expectation that at the state university, college teaching will attract young men with an interest in entering a secure and respected profession. At the private colleges, the student who is seeking a challenging career that encourages creative and unorthodox expression is the most likely candidate for college teaching.

The major conclusion of this study is that a well-defined and attractive image of the college professor is shared among college students. Indeed, students view the professor more favorably than do members of a college faculty. On balance, the professor compares favorably with all other major professional groups. Given this asset, it should be possible to attract large numbers of able students into teaching in the next decade. Although the word "image" may only refer to shadows and reflections, as Plato suggested, men frequently pursue images with single-minded determination.

The Summer Session College Teaching Internship Program at the City College

By SAMUEL MIDDLEBROOK

First a bit of history. At the end of the spring of 1957, when I was acting-chairman of the department of English, our departmental supervisor, Professor F. C. Riedel, told me of an extra session of required English that had turned up for the summer session. I knew of a young graduate from an excellent college in New England who had been admitted into one of our major universities and hoped to become a college teacher. He was available and acceptable to Professor Riedel, who later pronounced his handling of the job to be adequate. Next year, 1958, the members of the appointments committee in the department, while planning the summer program with Professor Riedel, found there was room for four other novices, each to have one section of required composition and one of required literature. Three of these teachers were recent prize-winning graduates of the City College; the other came with excellent credentials from Radcliffe and Yale. Again Professor Riedel supervised their work with his usual care and kindness and found it satisfactory.

This time, for personal and other reasons, I was keenly interested in what progress these four young people, and others like them in other departments, were making. I saw them often during that summer, talked to them about their triumphs and troubles, and got from each a long letter of appraisal of their experience.

All this formed the basis of a report to Dean Morton Gottschall in the fall of 1958, which urged that, in view of the widely announced impending shortage of teachers, the College might extend the opportunity of summer teaching to carefully selected first-rate young graduate students in *all* departments of the College. For the best results the aid of a foundation should be sought: (1) to lower the initial load of the novice teacher without at the

same time starving him for a summer in the world's richest city, (2) to secure advice and counsel in each specific discipline represented in the group by outstanding teacher-scholars of that discipline, (3) to counter the intense specialism of the training of most young graduates by throwing these teachers into as interdisciplinary an experience as we could provide, (4) to pay a modest salary for a director of the project and other routine expenses.

At Dean Gottschall's regular preliminary fall meeting with departmental representatives, the chairmen thoroughly debated this proposal. Some were dubious, but not to the point of refusing to accept in advance the judgment of a subcommittee. Not altogether unexpectedly the subcommittee (Professors Brunswick, Middlebrook and Peatman) strongly endorsed the proposal. President Gallagher championed it in an excellent letter to the Carnegie Corporation of New York, who most generously gave to the President the full sum he asked.

Even though many of the summer session programs had been allocated by the time the announcement of the grant was made in the spring of 1959, six departments in the College of Liberal Arts and Science found places for eighteen Carnegie Fellows. They were distributed in this way:

English	7
History	5
Government	2
Sociology	2
Economics	1
Psychology	1
—	18

This figure of eighteen was two short of the maximum I had had in mind when applying for the grant.

Each Fellow was assigned one basic course to teach in his department. His appointment to this job was quite

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regular; it was begun by the appointments committee of the department and carried on through to the Board; salary was at an hourly rate set by the Summer Session Director according to the standard formula based on education and experience. But instead of teaching a second course to make up the normal summer program, the Fellow attended a bi-weekly seminar and round-table discussion on college teaching. One session each week was conducted by the director of the project; the other by some expert in a relevant subject from the City College or from outside. Each Fellow received from the Carnegie grant a sum equivalent to what teaching a second course would have earned for him; thus he was at no financial disadvantage by being given this program instead of a "regular" one. And the department in turn, by dividing its surplus programs in half, could spread opportunities for the novice teachers twice as far. Summer teaching is a perquisite highly valued by some of our regular staff members; to try to crowd them out in favor of even the most promising newcomers would be unwise. Perhaps the figure of twenty, which I had thought of as a maximum for an experimental program, represents just about all the summer classes that are not preempted by experienced regular or special teachers. The group for 1960 turned out (because of a late declination not filled in by another novice) to be nineteen:

English	6
Economics	2
Government	3
History	2
Mathematics	2
Philosophy	1
Psychology	3
	—
	19

No Ph.D. holders were included in the group, because they are usually quite experienced teachers by the time they have won the doctorate. All, however, held the M.A. or its equivalent of at least a full year of graduate study. The bachelor's and master's degrees held by the Carnegie Fellows so far are from seventeen institutions:

Amherst	Hamilton
Barnard	Harvard
Boston University	Illinois
Brooklyn	Johns Hopkins
Brown	New York University
California	Princeton
City College	Wellesley
Columbia	Yale
Cornell	

This dispersal is the more gratifying in that it came about almost effortlessly: the departmental chairmen, supervisors and appointments committees were looking for the best talent they could find, and, while not overlooking brilliant

recent graduates who had majored in their own departments, they cast their nets widely. Also every Carnegie Fellow of the first summer was an enthusiast last fall in discussing his experience with his friends at graduate school. These friends thereupon wrote to me and I directed their credentials to the appropriate department. I hope that this effect will increase, snowball fashion, until the very end of the project, giving to the City College that best of all possible advertising, praise by word of mouth. The comments of our subject-matter experts and discussion leaders who came to us from outside the City College staff were likewise pleasant as well as useful. This excerpt from a note by the former dean of the Graduate School of Arts and Science at Harvard, was typically gratifying:

I think your project at the City College is an excellent one. I shall suggest to the Director of the Summer Session at Harvard that we should do likewise.

Perhaps at this point I should list the discussion leaders of the first two summers. For 1959 they were, week by week, the following:

1. Harold Abelson, Dean, School of Education, The City College
2. Gardner Murphy, Director of Research, The Menninger Foundation
3. David Green, Professor of English, New York University and conductor of a televised course in "The Sunrise Semester" for 1958-59
4. H. B. Westerfield, Department of Political Science, Yale University
5. Hans Kohn, Professor of History, The City College
6. Kaikhosrov D. Irani, Department of Philosophy, The City College
7. Lionel Trilling, Professor of English, Columbia University
8. Edgar Johnson, Chairman, Department of English, The City College

For 1960:

1. Harold Abelson, Dean, School of Education, The City College
2. Morris Kline, Chairman, Department of Mathematics, Director of the Mathematics Institute, New York University
3. Philip Wiener, Chairman, Department of Philosophy, The City College, and Editor, *Journal of the History of Ideas*
4. Oscar Cargill, All University Head of Department of English, New York University
5. Howard Mumford Jones, Professor of English and former Dean, Graduate School of Arts and Science, Harvard University
6. Gordon Craig, Professor of History, Princeton University
7. Ivo Duchacek, Department of Government, The City College

8. Samuel J. Konefsky, Department of Political Science, Brooklyn College, and Visiting Professor, The Johns Hopkins University

Selection of these speakers came about in several ways: by consultation in the first place with chairmen and supervisors of those departments who had come into the project and by recommendation of the Carnegie Fellows themselves. Like most of us, these young men and women had in mind one or more great teachers whose example had fired their imaginations and reshaped their ambitions. Naturally too, since many professors hold their summers inviolate for research or travel or just plain thinking, some of the most ardently recommended teachers sent a refusal or request for postponement.

Announcement of the speakers was made each summer to the various departments engaged in the project, and hardly a meeting passed without regular staff members being present and joining the colloquy begun by the interns themselves. Fewer of our regular City College faculty attended the alternate meetings where the project director and the Carnegie Fellows wrestled with specific problems raised by the subjects they were teaching, the students they confronted, the practices and expectations of the College, etc. But at least one faithful visitor, Professor Shipley, Director of the Summer Session, found greater profit and enjoyment in these shirt-sleeve sessions than in the more formal ones where we might all be displaying company manners to a guest.

I am sure that no one will underestimate the pitfalls of the assignment faced by each invited speaker. He came before the group in the implicit or explicit role of a master, not only of his subject but of the art of teaching it. "Master," said the young man to a Teacher twenty centuries ago, "what shall I do to be saved?" A like question was on the lips of this audience—and I wonder how my present academic reader would answer it in 90 minutes? Especially if in the corner of the room a small device is twirling its magic tape, and every shade of hesitation, every evasion, every wrong word or inane repetition is caught once and for all by the recording devil in the shiny box? More than one veteran of hundreds of classrooms came to me after this experience in a mood akin to despair. A winner of a thousand dollar alumni award at his university for being a great teacher wrote back: "The interlude has been rich in thoughts of what I might have said."

I found I could bear all these pangs of my colleagues with equanimity. I felt they lessened the distance between the speaker and his listeners. His ordeal before the Carnegie Fellows was like theirs before their own first students. Thus counsellor and audience were sensitized by each other's need. Only those who suffer see!

I tried not to impose my own wants or prejudices upon our learned guests, but in this pose of restraint I must have been deceiving myself. I had provided them with a press-release about the project, a list of other dis-

cussion leaders, some of the topics I had in mind to present to the group in alternate meetings, some of the persistent queries or problems the Fellows had raised, a reading list, etc. From all these items any experienced teacher could take a hint. Several of the City College faculty speakers dropped in a week or so before their own performance to observe a predecessor in action. I don't recall that any of these seekers returned for the next meeting. Too bad! They thereby missed the post-mortem analysis. The Fellows, having brooded over the previous speaker's remarks or injunctions for 48 hours, then put to me or to each other the objections or qualifications they wished the now departed adviser could hear.

I cannot pretend that all speakers were approved by all listeners. Especially in the small discussions in my office or over the lunch table, some points of view or some techniques met with sardonic wisecracks.

But lapses and misjudgments of our audience were infrequent. Though quick-witted, the Fellows were a kindly crew. They were young; success beckoned just ahead of them; so their happiness touched all those they came into contact with. What, I used to wonder, did this bubbling air of joy remind me of? One day I hit on the answer: the obstetrical ward of a great hospital, a place where everybody salutes the future. (I refrain from pursuing the resemblance of other academic meetings—not at the City College of course—to the settled retrospective melancholy of a rest home for the elderly.)

At the final meeting of the group each summer, I distributed a rather detailed questionnaire, one point of which touched on the comparative value of having these outside speakers. Some Fellows found they afforded the most pleasant but not the most valuable aspect of the program. A minority put them in first place on both counts. *No one of the respondents wanted to discard this feature of the program.* My own opinion, based on institutional considerations as well as the value to the individual novices, rates the worth of these visitors higher than the most skeptical young people around our discussion table would allow. But of one point I am surer than ever, and all the Fellows agree on this item: scholarly reputation and high academic place are as naught when the counsellor himself lacks vitality or teaching skill. "Only life avails, not the having lived."

As I have said, all our group meetings were recorded on tape. A faulty machine reduced a couple of our most brilliant sessions to nonsense before we discovered its flaws. And since we met each week in a large room with open windows just below the flight path to and from the La Guardia airport, I came to share the rage said to infect conductors of the Lewisohn Stadium summer concerts a block to the north of us. A loaded transport plane fighting for altitude or whistling homeward to earth drowns out words or music with dreadfully impartial efficiency. Nevertheless quite a few discussions have already been transcribed into satisfactory typescripts, and I expect dur-

ing the year to transcribe whatever others seem most informative. Making these transcriptions, I might add, is not a job to delegate to others if you can possibly do it yourself. In discussions the interesting aspect of an interjected remark may be the man who said it. In the give and take of a lively argument nobody bothers to identify himself, yet only to the moderator of a continuing program are the voices of the twenty or so people in the cast promptly and unmistakably identifiable. Later on even the speakers listening to a playback may come to recognize themselves. Thus several of my young colleagues dropped into my office now and then to hear the tape of a session that challenged them. Often they listened with disbelief and repulsion. *This*, they reluctantly accepted, was the actual sound their own students would hear, not the dulcet accents they had assumed they were producing!

Even with transcripts now available I shall not present any summaries of the talks and discussions in this report. But they are a valuable record. Many uses can be made of them as the project moves along to its conclusion.

To turn next to the alternate group meetings, those with no invited speaker. I thought of these as "self-directed." I felt sure that the group would not ramble aimlessly but rather that, with an announced subject and a preliminary statement by the moderator, with pertinent facts adduced and questions posed, we might scramble toward a proposed goal. Then at the end of the particular session we might have what Whitman called "A Backward Glance O'er Travel'd Roads." I counted on the fact that these men and women, though young, were habituated by years of practice to the oral exploration of a topic. It is an art form they thoroughly understand.

Replaying these discussions afterwards on the tape-recorder I felt I had not misjudged the Carnegie Fellows. They did better than many professors do at a staff meeting. Of course in the opening sessions they began cautiously; at first they explored their colleagues' attitudes almost like strangers at a party. Then in each summer, some time around the middle of the session, there came a change—a demand that the personal immediate needs of some of them in their own classrooms be taken up, rather than some of the more general subjects I had suggested: e.g., the profession of college teaching in America, accepted standards of college teaching, methods of assessing such excellence, the value of lectures as compared with discussions, examinations, and grades.

In the first year the group simply demanded that I set aside one meeting for them to raise specific classroom problems; they then said that this was one of their more fruitful hours. Guided by such an experience, in the second season I brought in an outstanding undergraduate who was not enrolled in the class of any one of the Fellows. (In fact, he attended a different college altogether.) I asked him to speak with the greatest frank-

ness of what he liked best and least in the teaching he was currently being subjected to. I asked the group to reply with equal frankness. Because they were mutual strangers, each side was spared the ordeal of direct personal assault and without becoming too defensive could acknowledge the justice of analyses from opposite sides of the teacher's desk. I want to explore the possibilities of this kind of exchange once again next year, perhaps with several undergraduates.

As with the program of guest speakers, the analysis of project at the end of the first and second seasons showed that no Fellow wanted to discard this self-directed discussion. Some found it as valuable as having guest speakers.

A third feature of the project consisted of visiting the classes of each of the Carnegie Fellows and discussing with him afterward, often at length, his performance. Most of the Fellows have found this experience to be the most useful part of the program. Yet without exception all of them also found it the most nerve-wracking to go through.

This dual reaction does not surprise me for, to speak colloquially, I have taken and dished out this treatment many times myself. My own classes were visited by an official departmental inquisitor when I was a teaching assistant long ago at the University of Illinois. And my arrival at the City College coincided with the adoption of the "new" By-Laws of the Board of Higher Education in 1938. Immediately thereafter the first elected appointments committee of the department of English practiced its skill of observing probationers upon me, because no one else was available, all the rest having been here long enough to win tenure automatically. Later on I was a member of that appointments committee for a dozen years or so and often sweated with miserable empathy for a junior colleague who didn't care to see me at the back of his classroom.

What used to annoy me as a probationer was the unhelpfulness of my judges. Either they said nothing or they said nothing worthwhile. Often they seemed ashamed of themselves, like people caught tapping wires. Such embarrassment is contagious but not useful.

What, I used to wonder, do they *really* want? This vagueness of goal, this absence of verifiable standards and lack of analysis of the classroom teacher's job disturb most of our beginners. Unlike the primary or secondary school teacher, the novice in college teaching has had no course in methods. No tradition of being observed exists in most privately supported colleges or universities; indeed the professors there would consider such classroom observation an outrage. Not one of our guest speakers from out-of-town institutions would admit that the practice existed in his school. Most opposed it; they said it would frighten neophytes too much. Also they felt that one can find out enough about a teacher's classroom performance by indirect means. I doubt the validity of either contention.

To acquaint the Fellows with accepted standards of good classroom teaching, I had assembled quite a few documents: student evaluation questionnaires from several sources and digests of research on their value, excerpts from books and articles on our reading list, etc. Two items proved of great relevance: (1) the rating sheet adopted by one department in the College for getting some agreement on the things that the observers would focus their attention upon and (2) a twenty-page set of reports over a decade of actual class observations of nontenure teachers in another department. Out of these reports I had edited all remarks that might reveal the identity of either the probationer or the observer. A simple key of digits and letters showed that a number of reports were about the same candidate and also that certain members of the committee appeared again and again with comments about many candidates.

I found that this second document was studied with painful attention. For most of the Fellows it had the merit of actuality or raw realism, of being the real poop. Some were disturbed by the obvious subjectivity of most of the reports therein. They were also struck by the temperament or ruling habit of mind that seemed to be revealed when the same man wrote a sequence of reports on different probationers over the years. Thus Committeeman A was always gruff and brief; Committeeman B was garrulous and sentimental; Committeeman C had a taste for irony; and so on. Of course each of the Fellows was wondering how he would look if reflected in the mirror of one of these reports. This document was rated the most useful piece of material I distributed during the two summers.

Its effect upon most of the Fellows, as declared in the final questionnaire and the individual conferences, prompted me to write for my own benefit quite elaborate summaries and analyses of each visit I made to a classroom. In these accounts I did not consciously try to follow any one pattern of reporting; I let my total response to the class and the teacher guide what I said. I set down all I could in these pages as soon as I could; in every instance I did so before the inevitable conference in my office about the Fellow's performance. Often a few paragraphs of new material were the postscript to this later visit.

I have no doubt that obvious biases, untested assumptions and plain errors lie on the surface of these exercises; yet I am glad I took the time to write them. I think they will be useful in any final account of the project, even though the resulting 100 sketches of young teachers in action will probably say more about the author than about his subjects.

So intense a program of visits and discussions and report-writing during an eight-week summer session ought to slow down the most hard-boiled inquisitor. But I did not feel like an inquisitor. Nor a judge. As I repeated

around our seminar room, I thought of myself as friend, observer, and advocate in about equal measure. I was privileged to drop in upon these junior colleagues, and I did not have to think about voting upon their departmental reappointments. This fact did not make me a wiser nor even a kinder person than a departmental official. It only made me more approachable. Put it this way: a coach is not an umpire and you do not regard the two in the same light. Several of the Carnegie Fellows asked me not to exchange impressions of any classroom session with their supervisor. Several also asked me to be sure to come first, so they could use me for a trial run. The real ordeal would follow. No one this summer wanted me to double up with the supervisor and join him in visiting the same class. All these reservations had no reference to the supervisor's quality as a human being, but only to his role as an official.

Of course I relied on the supervisor more than either he or the Fellows may have realized. It would have been monstrously arrogant to pose as competent in all the subjects the Fellows were teaching—though indeed in these basic courses in literature, philosophy, mathematics, and the social sciences I was often brought back to my own undergraduate days. Some phrase, some formula, some date, some opinion evoked a nostalgia that made me think I was in quest of my youth. But I did not want to trust this illusion more than an inch or so. I thought of the ancient jest about the returned alumnus who found that in economics (or history or philosophy or literature) his old professor was giving the same exam as the one of 30 years ago. The teacher was undisturbed by his former student's reproach. "You see," he said, "we've changed the answers." I relied on the supervisors to know the up-to-date answers when they heard them on the lips of the Fellows.

Yet this whole project is predicated on the assumption that certain skills, attitudes, goals in undergraduate teaching rise above, or at least interfuse, the specific subjects taught—and that they can be profitably examined together by representatives of many disciplines. Nothing I have met with in the last two summers inclines me to change my mind on this point.

I also got the feeling that with each Fellow I managed our joint analysis of the class visits better in my second summer. Perhaps because I listened more and talked less. I found that certain kinds of questions would be useful at the start of our conference: questions about how typical the class hour had been, whether my presence seemed to affect the students adversely, what changes the Fellow had made in his methods because of our seminar counsellors, etc. Thereafter, the floodgates of comment and query were often unloosed.

I also found that by concentration and acute listening I could retain the sequence of events in a given class hour without obviously taking notes. I could recall who said what, and later I could compare my reactions to the

class discussion with those of the instructor. Most of the time, because I had jotted them down as soon as possible, I could even cite the names of student respondents whose activities I had noted. How useful this habit can be was dramatically shown by our last visiting expert of this summer, a brilliant political scientist who is blind. He answered every question put to him by a Carnegie Fellow by first repeating the Fellow's name as I had presented it. Thereafter he did not need my help; he recognized the voice, and before I could interject the name he called it out himself. Most of the Fellows got the point at once, and several told me later how impressed they were. They resolved to study the class itself at least as much as they studied the subject they were taking up in the class. It was not a bad resolution to end the summer with.

In my notes I find reversals of opinion about this business of visitation that ought to make both the visitor and his victim more humble in anticipating the unexpected. One Fellow, who had never been observed in teaching before, had asked me not to let him know when I was coming. He said that he did not need to be forewarned. His own subsequent stage fright startled and angered him. Another colleague, rather reserved and diffident at the seminar table, displayed a talent for galvanizing a class into relevant discussion that I am now sadly sure I will never achieve. He fitted every scrap of information offered by his students into a lucid pattern; he skillfully avoided the traps of irrelevance or monotony; his final summation was a coda of almost Mozartian elegance. He too had never taught before, had never been visited in the act of paid, public instruction.

Still a third Carnegie Fellow, one who in 1959 led the intellectual assault against these classroom visits, came around afterward to admit they had benefited him personally. In the second summer several members of the group asked friends and contemporaries to attend their classes. This spontaneous invitation redeemed a slip of mine during the previous year. At the very beginning of the project I had urged the Fellows to institute a rather systematic pattern of visits to each other's classes without telling me any of their reactions or even whom they had visited. But this suggestion failed, and I think I soon found out why: it would have put too great a strain, and at too abrupt notice, on the self-confidence of these beginners.

Even less desirable for our purposes, I felt, would be those formalized appraisals of each other that are done in leadership classes in Officer Candidate Schools. At an early meeting a Fellow brought up a suggestion of mutual assessment; it met with shuddering rejection. In college teaching we have, the Fellows decided, enough institutionalized rivalry already!

No matter who does it or in what circumstances, class visitation is an exacting and mysterious art, and I have talked to myself and others about it many times. It has

aspects that can be better handled by an inquisitive friend than by an official. Many of the queries such a friend may raise cannot be answered promptly. They demand further reflection. From such reflection a habit of self-audit may develop that is more searching and sensitive than any set of rules can be.

Let me cite part of a letter, one of the scores I have received from the Fellows, which bears on this last point. After several paragraphs of comment on different speakers and topics of discussion, here is the young teacher's conclusion:

Now what did I learn from this project? Will I be a better teacher for having participated? I think the answer must be a categorical "Yes!" I hasten to explain. As Professor ——— and others indicated, there is no magical formula that is guaranteed to ensure excellent college teaching. One man's meat is, after all, another man's poison. The lecture method, which serves Professor ——— so well, would serve me not at all, while the discussion method, perhaps admirably suited to a morning hour must suffer when employed in an evening class composed of students who come to college following a hard day's work (and are therefore more inclined to listen than to participate). In my own case I discovered that a judicious mixture of the two methods proved both satisfying to the teacher and, I believe and hope, stimulating and informative to the students.

So, while I was unable to derive any simple formula from talks and discussion that would enable me to improve my own teaching capacity, they did do something that in the long run is likely to prove far more useful. They provided me with the stimulus to *think* about my teaching—so much so that, as the semester progressed, I felt positively elated each time I left the classroom with the impression that I had "gone over," and decidedly depressed each time a contrary impression obtained. The desire to excel as a teacher had so impressed itself on my consciousness—and, like a leech, fastened itself to my conscience—that at no time did I leave the classroom as a "neutral." No longer would I nonchalantly walk out of the classroom without either rising to the heights of elation or descending to the depths of depression. . . .

I believe I can illustrate the above point from my teaching experience this summer. In the first examination that I gave 11 students received F's and only 2 got A's. Yet in the final distribution of grades, 6 students were assigned A's and there was only 1 F. While this extraordinary improvement came about mainly through the efforts of the students themselves, I like to think that some of the A and B students ought to thank the Carnegie Foundation.

Would I suggest any changes in the program? Not a blessed one! One does not tamper with a machine that works. . . .

Of course I accept my colleague's last remark as euphoria and not sober judgment. A tinkerer and fusser after decades in the classroom, I would not consider leaving the program alone. I may agree that, in its fashion,

it "works." But I want to know how well it works and how it can be made to work better. This young teacher's generous verdict (repeated in one way or another in a lot of correspondence with others) tells me that he had a good time, and I know that during the hours that I spent in his classroom his students gave every indication of a like enjoyment. The opinion his department head had of him was also extremely favorable. I know that the young man put an enormous amount of time into preparing for his one class. I know the high estimate his graduate mentor has of his intelligence and prospects. And in all these matters he is, I think, typical of the group of Carnegie Fellows, each of whom is (like the late Lord Curzon) "a quite superior person."

How to appraise the worth of this experiment troubles me. The mere amount of work that all of us—visiting speakers, Fellows, director, and even the students—put into it is no guarantee of necessary excellence. Every English teacher knows that many students find it as hard to write a bad theme as a good one; every editor shudders daily at life's labor lost in a welter of unreadable book-length scripts. Before now I have got tangled up in "self-studies" in which teachers tried to say whether one approach to a subject was better than another. We wound up with elaborately objective tabulations of subjective preferences.

Now I have quite a few such estimates already by the Fellows themselves in the filled-out questionnaires and comments they have given me. Shall I take their word for it that they were decidedly better teachers at the end of the session than they would have been if just cast adrift and told to work out their own salvation? Shall I accept the almost complete absence of adverse student comment and corresponding plenitude of student praise that I managed to hear about them? Shall I accept the observations of the visiting experts, in the belief that if these people don't know a good program or method when they see one, then we are lost indeed? Should I postpone trying to solve the problem by saying: "Blast it! Some 35 years of close connection with college teaching have given me feelings that I rely on without analyzing; and these feelings tell me that mutual respect, trust, availability, patience, the chance to talk things over,

cheerfulness, and a small pinch of candor are the seven virtues of teacher training. They work, I know they work! The rest is malarkey."

Perhaps some colleagues will help me find a solution to the appraisal problem later on. In the meantime I shall continue to gather what evidence I can about how the departments here at the College actually do evaluate their young people. As I said before, I already have a number of relevant documents: rating sheets and packets of appointments committee opinions. More are available. I hereby appeal for whatever first-hand material of this sort the members of our college family will give me. I should not use it in any way so as to reveal the identity or otherwise embarrass a colleague.

The visiting speakers have told me of practices that have grown up or been adopted in their institutions; they have invited me to visit them for a closer look. I have already quite a list of people and places to see during the coming year.

How can we profit more widely from this pilot program? I should like to make this proposal: why not adapt this introduction to college teaching to the uses of the regular staff in the normal academic year? Why not make available to new young teachers opportunities for a regularized interchange of insights about college teaching? Specifically, we should be able to offer to a promising novice a reduction of his schedule of the first term by a single class if he wished to join a program like the one sketched in the preceding pages. Such a reduction would have to be recommended by the teacher's department chairman, and there might have to be other strings to the offer. Even if such a remission made the young teacher only a fraction better than he would have been without it, the improvement would amount to a great bargain when the fraction was multiplied by the man's expected decades of service here. And its symbolic value would be great. At City College and elsewhere throughout the country we have long reproached our graduate schools for their indifference to the teaching side of their students' future careers. Many graduate schools smugly thank God they are not teachers colleges and ignore our complaints. So how about a little self-help on our own?

RESISTANCE

Fresh from the plane to lecture peruse compile
The new arrival sees with mild surprise
This so uncertain movement chalking syntax and syllogism
On disapproving walls beyond the compound
Smuggling ideas in cartons marked culture
Past sentries that care sometimes.

Eyed as recruit unmaimed and able-willed
He holds himself aloof: amused: intrigued:
 (flat-earthers still can be observed)
Until the flick of opinion curling the joke
Singeing at last the private altar cloth
Burns him forth knife in teeth
To circle the rotary lion for the kill
 (the pleasant warm astonishment that listened Thursday)
And find it small for slashing unashamed
In the sullen dark the real fear.

Here on the picket edge of action there is strength
But not much comfort much talk does not flow
Old hands concealing scars clench warning at each foray
Ears strain for the feared hoped scramble
Signal of new wounds to dress with tender satisfaction.

A game of odd man out played for derisive laughter
Teaches the sudden thrust that can dispatch
A straggling stupidity recoil to sardonic rest
Only eyes moving.

To collaborate or not to influence
That is the question
 (is it still a question?)

Underground thoughts are snug and connected
Like provisioned subways in war
Let us meditate on quartz at the private club
 (what is the permissible age of the earth)
Or with a fifth of Beethoven delivered to the door
Toast whatever hero will may could
Solve the standard riddle of the collegiate sphinx
 (twenty-two legs and a single wing at dusk).

Lean heavily on reality to hide the limp
Feel the polished assurance of its hard nob under the palm
Stamp it fretfully on any available floor
Still it can be raised to cheer
Unprophecied victories.

Vive (rigorously) la mort.

University of Tennessee

JAMES F. DAVIDSON

Who'll Keep the Store?

By KENNETH E. EBLE

WHEN I finished my graduate work in 1953, I sent out over one hundred letters inquiring about openings. I received four encouraging replies. The rest were all variants of the message scrawled across one of my returned letters of inquiry: "There are no jobs!" Those were the bad old days. As it turned out, the enrollment slump of the early fifties was a temporary condition. From that time on, the pattern of academic life has been one of steady growth. Today, not only are positions comparatively abundant, but college professors in many fields are being invited, coaxed, and paid handsomely to spend time in the world at large.

This year, a department head told me, hiring at the annual meeting of the Modern Language Association was a little like rounding up migratory laborers for the harvest season. The big universities were backing up their trucks to the side door and loading on ten or fifteen instructors of Freshman English at a clip. To the young men being signed on, the "slave market" must have seemed like any other benign social welfare agency. As he bounced along in the truck on the way to the fields, contemplating the books he'd write, the foreign capitals he'd visit, the services he'd perform, his academic future must have seemed fit recompense for the rigors of the Ph.D.

The nasty thought may have crossed his mind that he had been hired to do the dirty work. If not, he had probably been assured the dirty work was temporary or that someone else would do it. At any rate, he would have been aware that there was dirty work to be done—meeting classes, correcting papers, consulting with students, serving on committees—in fact, most of the ordinary work of teaching and a good deal of the scholarship that goes into teaching. He would not have been far wrong. The attractions of the world have had this effect upon higher education. The routine, day-by-day tasks have become the dirty work, to be done by drudges of assorted kinds: teaching assistants, instructors still working on degrees, apprentices hopeful of future tenure, and staff members unable to escape. For the bright young man beginning his career, the dirty work is what the other fellows are going to be doing while he's responding to higher calls.

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What are these higher calls? Every academic person is aware of them: lectureships abroad, research grants and fellowships, assignments in government and industry, positions as directors of projects and leaders of institutes and coordinators of programs, blandishments from publishers, and offers from lecture bureaus—the list grows longer, the enticements more seductive, every year. Being long neglected, poorly paid, and retiring by nature, the university professor may be pardoned for acting like a wanton spinster at the first show of worldly interest. Since many of these calls are for the noblest of purposes and are part of the obligation of the university to the larger community, there is little question that the universities should and will continue to respond to them. But the growing demands upon a university faculty's time need to be looked at in relation to the continuing health of the university. The professor enjoying the new thrill of being wanted may have to ask the question, "Who'll keep the store?"

II

THE opportunities for service outside the university have undoubtedly been of great benefit to the individuals involved and to the institutions which have served and been served. Carl Bode's essay, "The Professor and Form 57," (*AAUP Bulletin*, Winter, 1960, p. 377) states the case for foreign service fully and eloquently. The foreign exchange programs are noble, wise, and sorely needed; universities in this country and abroad would be poorer without them. Nevertheless, one need not search far nor consider long to find specific adverse effects. I have in mind the example of a head of a department who, during a period of five years, was abroad three. The department he left behind was a bad department, deficient in faculty, lacking in leadership, devoid of policy. Yet, the head of the department was a *good* man, widely known in his field, widely respected, and widely in demand. In this specific instance, it seems obvious that the university could not have things both ways. Either the good man was on the campus building up and then maintaining a respectable department or he was abroad responding to other urgent needs. Institutional self-interest might have kept him home. Institutional idealism gracefully relinquished his services. In-

stitutional wisdom might have sought a compromise that would have maintained strength at home in order, perhaps, to serve more wisely abroad in the future.

But the opportunities for service in foreign countries are limited compared with opportunities for service nearer home. The professor is in demand by the local community for speeches, advice, consultation, committee work, to a greater degree than ever before. "Moonlighting" is more common in college teaching than in other highly specialized professions. Whether a professor should feel more virtuous doing extra work for the love of service rather than for the love of money is a moot point. Even when one is able to respond to a request from the purest of motives, the assignment removes him from the study, the library and laboratory, or the classroom. What suffers is scholarship in its broadest sense: basic research and equally basic teaching. Consider the growth of adult education and extension services, the activities of the foundations, the increase in industrial and commercial activities calling for highly specialized skills, the growing desire for higher education for everyone, and you begin to realize why the academic man is so much in demand. Community service is now nationwide, and whether the call is from the local Rotary Club for a luncheon speech or from a national foundation for a year's research project, few calls go unheeded.

Another of the increasing demands being made upon college professors comes from the publishers. The goose that lays the golden eggs now roosts in the college department. Since 1955, at least half a dozen major publishing houses have added or greatly expanded their textbook departments. Publisher's representatives these days lurk in ambush outside office doors. It is hard to regard this as other than flattering harassment. Compare it with the plight of a professor in the 1930's, fearful for his position, mindful that other opportunities are scarce, desperately trying to get a book into print, and finally forced to subsidize its publication. Yet, there is a worm in the apple. Books take writing, and the kind of book which sells the most copies and which publishers most want may not be the book the professor should be writing. Often, while the writing goes on, less than a whole man is doing the scholarship and the teaching which are central to his profession.

Finally, the demands for services within the university have multiplied. Universities are fond of adding programs, expanding services, and creating new academic entities of all kinds. The building of television stations on campus or overhead is one example. The creation of a multitude of institutes is another. The vastly expanded student "services" are a third. Many of these come into existence with the solemn explanation that they will be created out of the existing faculty and funds. Such explanations skirt the truth. A new service offered by the university affects faculty members far removed from the service itself.

Questions have to be answered, memoranda exchanged, referrals made. A faculty member performing part-time duties outside his department leaves behind not only his classes but fewer members of the department to share the general work which keeps the department going.

Nothing so marks the university's expanding services as the appearance within departments of the half-man, the fourth-man, even the ninth-man. Instead of departments of whole men working reasonably close together, universities now have many departments composed of some whole men and a good many parts of men. Their other parts are scattered all over the campus, in little and great administrative posts, in projects, in special teaching assignments. This fractional deployment of staff members is a headache to department heads; its effect upon the department is to break up the community of scholars which helps justify departmental organization. It adds to the administrative clutter which already consumes too much time. On any day of the academic year, a faculty member's time is eaten away in two- or ten-minute bites. Somewhere in the academic mechanism wheels have turned and in proper time they demand each faculty member's tick of response.

It is the adding up of all these claims on the professor's time that raises the question, "Who'll keep the store?" Who will teach the classes? Who will do the necessary committee work? Who will read the journals and prepare the bibliographies? Who will perform the continuing tasks of scholarship without which advanced study and teaching falter? The questions are hard ones to ask, let alone attempt to answer. No one wants to curtail leaves. No one wants to freeze the curriculum. No one wants to speak out against the opportunities for service and recognition outside the university. Higher education is in an inescapable period of growth; the future promises more engagement with the world rather than less. Yet, the increasing claims upon a faculty's time need more serious consideration than they are being given.

III

FIRST of all, the problem must be faced. Present conditions—low salaries and a shrinking supply of faculty members—have encouraged both administrators and faculty to make the most of opportunities for extra income and enhanced prestige on and off the campus. Many universities point out the possibilities of extension teaching to augment basic salaries, and opportunities for contract research are similarly stressed to attract faculty members. Community service is encouraged and widely used as one of the criteria for promotion. And though regulations governing outside employment and leaves of absence exist in some universities, they tend to be interpreted liberally. A university administration could probably not raise the question of how much and what kind of service without incurring the displeasure of all those seeking, engaged in,

or about to depart for an assignment in the world outside. Yet, the question must be raised, within the university as a whole, within departments, within the individual's conscience. The faculty would perform a real service if it would speak first. A university should be a community of scholars; it should not become a mere way station for commuters.

In raising the question, the faculty may have to ask for a more discriminating evaluation of its various services. Promotion and retention still depend heavily upon those achievements which can be labeled and counted. The disaffection with publication grows out of a feeling that counting articles is a more common way of judging one's worth than assessing teaching, writing, or unpublished research. Community services, like publication, can be given name, time, and place, and judgment of worth may not go much beyond that. The seeking of grants, fellowships, lectureships, and the like can become a somewhat cynical academic game. If an institution fails to discriminate between the commonplace and the vital service, if it fails to reward the good teacher or research scholar who, for many reasons, does not publish widely or travel extensively, it fosters such cynicism.

Second, more needs to be done to make the exchange between the university and the community a real exchange. Ideally, foreign exchange programs should have as many professors coming into the academic community as going out. If they did, they might better serve both the domestic and the foreign publics. If even exchanges were provided for, there might be a chance of increasing the exchange of professors between colleges and universities in this country. The gap between the best in higher education and the worst is widening. The leading institutions, sooner or later, are going to have to look to the needs of their poor relation. Business and government, too, in their relations with the university faculty, might consider the possibilities of increasing two-way traffic. The university can use a great variety of skills and talents which are to be found outside the campus and which might be brought to the campus on an exchange basis.

Third, the university must resist the temptation to become a growth industry, an arm of national defense, a meeting place for every conceivable interest group. Does every university need a television station? Do all the universities need to compete for defense contracts? Does a

university have to take on every service that the community seems reluctant to perform for itself and which it cannot push off on the public schools? The answers to such questions should vary as institutions vary. Unfortunately, higher education in America is beset with the tendency for institutions at one level to act like the institutions at the next higher level. For a long time, the "universities" have set the tone of academic aspirations. The "A and M" schools becoming state "universities" have exchanged one inaccurate designation for another. Many a small private college could trace its major problems to its trying to keep up with bigger, not necessarily better, institutions. In an abstract way, the colleges and universities have tried to teach that "bigger" is not "better," that "progress" is a tricky concept. The lesson needs to be applied concretely and at home.

Fourth, administrations and faculties need to work together to reduce the bureaucratic clutter. The administration could begin by cutting down on new proposals to expend faculty time. The faculty could help by refusing to respond so eagerly. The academic bureaucracy has not developed out of sight and hearing of the faculty. It has grown up with the tacit approval if not the connivance of faculty members. The plethora of minor administrative posts upon which a bureaucracy depends may have been created by administration, but it has had no difficulty in finding members of the faculty to fill them. Likewise, the excesses in paper work, in communications, in committees are to be blamed upon the faculty as well as upon the administration. If the administration is the chief offender, as faculties like to believe, the faculty is culpable for too long regarding bureaucracy as a petty annoyance and doing little to bring about consequential reforms.

Finally, faculty members facing increasing demands and opportunities must check themselves from becoming either as obliging as a young dog or as promiscuous as an old cat. The community's love affair with the academy may be compounded as much of lust as of respect. We can not preserve either chastity or the thrill of response by yielding to every importunity that comes our way. Reserve, dignity, and the ability to say "No" are cardinal virtues if the university through its individual faculty members is to preserve its character. If it loses its character, there is no point in worrying about who'll keep the store. We might as well pull down the blinds and all of us go off to the beach.

The Brief College Career of Harry the Ape

By GEORGE RICHARD HERMAN

It began with the leaves on the well-pruned elms outside the Ad Building of Pickering College jostling one another, as if to free themselves of the branches that held them, although the season was early for that, and none of the leaves had yet changed color, but only lost the oily greenness of summer.

Inside the Ad Building, a line of listless beings edged toward the registrar's table, two of its number standing out from the rest. One was tall and erect, hatless—an impeccably-dressed man about 40 years old with black hair, graying at the temples, and a small briefcase held unobtrusively in his hand. The other one was short and contemplative, deeply intent on watching the noiseless dancing of leaves outside the window. If nudged gently by the older one, he shuffled forward and closed up the line, but his eyes never left the constantly-varying patterns of leaves and sunlight. This was Harry.

He, too, was expensively dressed, in a sport coat and flannel slacks. His shortness, alone, would have distinguished him anywhere, and his wiry red hair, his round eyes, his high forehead, his dark, wrinkled skin, his gray—almost white—mustache and his Van Dyke beard—all commanded attention. But most curious of all were his arms. Down and down they reached, until, when he slouched, his knuckles touched the floor, and even seemed to support some of his weight. He approached Mr. Timms, the registrar, without turning his gaze away from the window, where now a half-dozen bees hovered on the invisible border between the charged, stale inside air and the drowsy, shadow-splotched outdoors.

Mr. Timms was a long, rubber-jointed man, who wore an Army discharge button in the lapel of a hard-finished blue suit. His white shirt-front was limp with perspiration, and there was a red line across his throat, where his collar had chafed him before he unbuttoned it and loosened his necktie. Each time he bent over the file of high school records before him his straight black hair fell into his face, and he flung it back into place with an upward twist of his head before he handed the enrollee's record to him.

"Harry," the distinguished man called out, as Mr. Timms stooped, already poised, over the sheaf of records,

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his hair in his eyes.

"Oh, yes. Jackson High. They should have entered the first name, of course."

"That *is* the first name—and the last," the tall man said.

The transcript came out. The hair snapped into place. The eyes came to rest on the orangutang's face. The official meeting of Harry and Pickering College was accomplished.

Timms' eyes blinked slowly, and his hands went up to his throat, rubbed the red chafe-mark and pulled his collar wider. "Where did *he* come from?" he said, his voice cracking.

"From Jackson High School," the man replied. "You saw the transcript. His name is Harry, and I am Winston VanSyoc, his guardian." The words were casual, almost gentle.

The registrar's eyes continued to dart from one to the other of them. "But what is he doing *here*?"

"Why, he's enrolling—the same as anyone else."

Timms snickered involuntarily, then pinched it off with a squeak. "But, that's ridiculous!" he said, trying to hold his voice in check.

The ape turned away from the window, and his gaze fell upon the bobbing of Mr. Timms' jaw. His freshman beany clung immovably to his coconut-like head, and his electrically-shaven face remained impassive, but his eyes began to follow the tiniest movement of the registrar's mouth.

"Ridiculous!" Timms turned scarlet. "Why, he's. . . . Anyone can see, he is nothing but an. . . ."

"He's Harry," VanSyoc interrupted, "a freshman candidate."

"He's an ape!"

"He's Harry," VanSyoc repeated firmly. "He has his high school record, and he is here to enroll in Pickering College, just the same as all the rest of these youngsters."

"But *he's an ape!*"

Mr. Timms recovered his voice. It was resonant and forceful. "Record, or no, he's an ape," he said. "And no ape is going to enroll in this college."

With Timms' returned eloquence came a wider range of jaw movements, and Harry's interest, which had slipped back to the leaves, came back renewed. His own lips

parted slightly, in a kind of smile.

"Please, Mr. Timms," VanSyoc said, "Let's call him 'Harry.'"

A puffing sound issued from Mr. Timms. "But you wouldn't attempt to *deny* that he is an ape!"

"I am not at liberty to discuss that possibility," the older man said. His arm fell shelteringly around the shoulders of his ward. "In any case," he added, "it has no bearing on this situation. The regulations state that any graduate of an approved high school is eligible for admission here."

The registrar blinked, disbelieving. "But surely," he said, "Surely you wouldn't take advantage. . . . Surely, you. . . ." He lapsed into silence.

In the brief period which followed, Harry turned his attention to his own midsection. Carefully, he disengaged a varnished wooden button from its specially-constructed loop, and opened his beige corduroy jacket. A similar operation opened a gap in his plaid vest, and a tuft of coarse red hair sprang forth. Inserting a finger into the opening thus created, Harry scratched an eight-inch circle of his belly, and then, very methodically, he fastened both vest and coat again.

Except for the green freshman cap, he was tastefully attired. A glistening white ascot circled his clean-shaven neck and blossomed briefly before it disappeared beneath the colorful vest. Both his flannel slacks and his doeskin moccasins fitted with handmade elegance, and a small but well-cut diamond sparkled in a modest gold band on his finger.

Completing the scratching operation, he threw an arm almost completely around VanSyoc's waist, grinned toothily up at him and mouthed the word "Pa-pa" very deliberately. He achieved it by first pressing his lips together, and then forcing them apart with short puffs of air. After the first time, he repeated the word twice more, executing it more smoothly each time. "Pa-pa," he said, continuing to look up at VanSyoc. "Papa."

"Oh God," Timms whispered, and fell to tugging at his collar and his throat. Finding his voice again, he shrieked, "No! Get him out of here. Nobody's going to enroll an ape in this school while I am registrar!"

Harry's round brown eyes focused, unblinking, on the gyration of Mr. Timms' pride-swollen jaw.

"Give me one reason why not," said VanSyoc.

The registrar searched frantically for a reply. Finally his face brightened. "How can *he* complete these forms?" He waved a three-foot questionnaire jubilantly above his head like the flag of a victorious battle.

VanSyoc's hand flicked out and plucked the form from the official's fingers. "What's going on over there?" he asked, turning his gaze toward a tall, thick-shouldered man flanked by a pair of dark-skinned pygmies who had about their movements the airy swiftness of gazelles.

"Those are two boys from Somaliland, coming in on track scholarships," Timms explained. "The coach there, Clancy, says they will surely break the world's record in the two-twenty-yard dash." A note of pride appeared in the registrar's voice.

"And does Clancy speak their language, or they his?"

"I don't know," Timms said, losing his enthusiasm.

"And are *they* filling out their own registration forms?"

Even at a distance, it could be seen that they were not. "I don't know," Timms mumbled.

"Well, then," VanSyoc concluded, "I'll just go along with Harry, the way Clancy is with them. But I hardly think the point is important. I have power of attorney for Harry, so I'm sure any help I give him will be perfectly legal."

Timms nodded, his eyes glassy, then turned back to the long line of waiting students, never once generating enough snap to put his hair back into place after it first fell into his eyes.

AT 8:58 the next morning, Harry the orangutang, freshly arrayed again in hand-stitched coat and slacks, walked erectly into the office of Walter Mealy, President of Pickering College, and seated himself primly in one of the walnut chairs that faced the president's desk.

He was hatless, and his red hair was neatly brushed, above a freshly-shaven neck. After exposing his ample teeth to Dr. Mealy in a kind of grin, he sat motionless. His leathery face was serene and his eyes placid but penetrating. His skillfully-trimmed mustache helped fill the dish-like concavity of his face that was caused by the protuberance of his lower jaw, and the humanizing effect thus created could make an onlooker feel, for one brief instant, that there was a *man* looking out at him through those round, brown eyes. But the sight of his arms, dropping down to where his knuckles touched the carpeted floor, destroyed the illusion.

Winston VanSyoc followed his ward into the office and took a seat next to him, and together they waited for the president of the college to look up and acknowledge them.

VanSyoc glanced distractedly around the office, growing gradually more and more apprehensive about his charge, as he reviewed the previous twenty-four hours. Was Harry bearing up under the complexity of college life, he wondered. As the ape sat, perfectly quiet and at ease in the polished walnut chair, it was difficult to entertain such a thought about him. Yet, there had been happenings the day before to raise just such doubts in the man's mind.

There had been a baton incident on the football field, where they had gone to wait for Clarence, the chauffeur. A majorette dropped her baton, and Harry out-grabbed her for it and performed with it—delighting the onlookers, except VanSyoc. The nonchalance with which the exhibition was accomplished appalled him. While one of Harry's hands twirled the baton, the other scratched pur-

posefully at his belly. "Is this Harry?" Winston thought, "the conscientious performer his trainers taught him to be?"

There had also been a scene at the bursar's window. The girl thought someone was playing a practical joke on her, and burst into tears and ran away before VanSyoc could explain. And what was worse, Harry had chattered vulgarly after her as she retreated, and had to be scolded for it.

To add to the disharmony, later in the afternoon—after Harry had been left in the car with Clarence—VanSyoc returned to find them joy riding around the campus with the limousine overflowing with Harry's newly acquired friends and classmates. This intimacy between Harry and his fellow undergraduates probably set the stage for VanSyoc's anxiety, for following the joy ride, VanSyoc had received inquiries from a half-dozen fraternities about Harry's availability for pledging—inquiries which the man dismissed with a wave of his hand, but not without some inner forboding.

Dr. Mealy was a sagging, middle-aged man with thick-lensed glasses that magnified his eyeballs, and ham-like hands that had served him well, when he was a junior high school principal, many years before. He noted the entrance of the pair, Harry and VanSyoc, with cold disapproval, as he might have long ago eyed two errant ninth-graders being ushered into his punitive chambers.

As soon as a state of perfect immobility had been achieved, he shuffled the papers on his desk together with busy little motions of his huge hands. Then he spoke. "VanSyoc," he said, "You can't be serious about this. And it may prove to be a costly joke, if you lose all of the entrance fees you've expended."

"We'll take that chance, sir. Harry can afford it. He has a . . . uh . . . sizable annuity—of which I am the administrator."

"Afford it or no, Pickering College is having no part of your scheme, VanSyoc."

VanSyoc coughed nervously, but said, "We disagree there, sir. How do you propose to prevent his beginning classes tomorrow?"

"Prevent?" Dr. Mealy said the word louder than he meant to, so he took off his glasses deliberately, laid them gently on his desk and modulated his voice. "Why, I shall prohibit it because of its sheer absurdity, that's all."

"Oh, I wouldn't do that sir," VanSyoc said, humbly. "I am fully prepared to get a court order against banning him, on grounds as questionable as those."

"Huh?" The president bolted to his feet. "Court order? VanSyoc, you're wasting my time!"

"And you, mine," VanSyoc said, also rising. "Come Harry."

Harry roused from a doze, swung off the chair and through his straightened arms as though they were crutches, and bounded toward the door.

Dr. Mealy sat down quickly, and his big hands went into motion, replacing his thick lenses and shuffling the folder before him. "Now, just a moment, Mr. VanSyoc," he said. "There are a few more things I'd like to know. Please take your seats again."

Harry turned and bounded back into his chair as quickly as he had left it. Once there, he let his moccasined feet swing slowly back and forth, while his hands stroked the luxurious carpet.

VanSyoc returned also, and addressed the president. "Let me say from the start, Dr. Mealy, that I am serious about this. My reasons are my own. It should suffice that Harry meets the requirements, he has the money to afford it, and he is enrolled. His first class meets at nine tomorrow, and I expect him to be present."

"Ridiculous!" shouted Dr. Mealy.

"Is that all, then?" VanSyoc turned to go.

"Oh? Oh, no. Don't go yet. Please, Mr. VanSyoc, let me check a few things. And couldn't he be sent out of here? I find it hard to concentrate, with him staring at me." The president's magnified eyes turned upon Harry, who grinned back at him.

VanSyoc consented and resumed his seat. A girl was summoned, and sent away leading Harry by the hand. Timms entered at that moment, bouncing his hair in and out of his eyes, carrying another bulky folder under his arm.

The president took the folder and nodded Timms into a chair, then turned again to his caller. "Now, Mr. VanSyoc, on what grounds do you hope to bring this ape into our school?"

VanSyoc frowned. "Please, Dr. Mealy," he said, "Let's call him 'Harry.' *What* he is can only be a useless assumption on your part, unless or until a court should rule on the matter. That should, I imagine, take most of the fall quarter."

Dr. Mealy carefully spread his great hands flat on the desk before him. "All right," he said. "But what about him?"

"The answers are probably in that folder, sir."

"I'd rather hear them from you."

"As you wish." VanSyoc crossed his legs casually, folded his hands in his lap. "Harry is enrolling on the basis of his diploma from Jackson High School. That is all that is required."

President Mealy shuffled the file, located the high school record and held it up to the light. "Is it another of your secrets, how he was awarded his diploma?"

"Not at all," VanSyoc said. "Harry sat perfectly still in class, never bothered anyone—just as he did right here in your office. The teachers passed him along, although many hated to see him go. You see, Dr. Mealy, he often shamed some of the worst disciplinary cases into a kind of classroom orderliness."

"And for *that* they graduated him?"

"Well, it took Harry five years, though. Two of his teachers, a pair of aging matrons, protested against his habit of scratching his midsection in the classroom. When they couldn't break the habit, they failed him on disciplinary grounds."

"Oh," the president groaned. "This is absurd."

"Yes," echoed Timms, "It is certainly most absurd." VanSyoc only shrugged.

"And how do you get such cooperation from this creature?"

"He was trained from infancy by the best teachers I could get. But then, he also has three *natural* attributes that help him as a student."

Dr. Mealy's heavy lenses turned toward VanSyoc, and the enlarged eyes blinked behind the glasses. "He does?"

"Yes. One is that he's fascinated by the movement of mouths—you probably noticed how he watched you when you spoke."

"I certainly did," Timms acknowledged.

"I thought so," VanSyoc said. "Another thing, he can doze while his brown eyes are staring at you, and you'll never know he's asleep. Between these two qualities, you can imagine the attentiveness with which Harry has regarded his teachers. The third natural attribute Harry has is one we just do not understand, yet. He is trained to mark true-or-false tests, of course, but what we cannot explain is that he consistently averages 60 per cent correct answers on them. At any rate, he's a natural student."

Walter Mealy stared out of the window for three full minutes, at the way the sun and breeze rippled the leaves on the trees. Mr. Timms shuffled nervously in his chair, and Winston VanSyoc absent-mindedly scratched at his armpit. Then the president swung around abruptly, and said, "How did he ever get into *any* school, in the first place?"

"In a way it was forced upon me," VanSyoc said, speaking gently. "One day while I was out, a self-appointed committee of the neighborhood busybodies gathered to peer over my yard fence at Harry. They observed him (he was fully clothed, thank heavens) riding his tricycle in and out among the dahlias. Then, after he had roller-skated around the curbstone of the fishpond, the good women scurried off to seek out the truant officer."

The speaker smiled wanly. "I protested at first," he continued, "but only weakly, because I realized immediately how valuable such *trained* supervision of Harry would be. So I said he might go as long as he wasn't upset by it."

He shrugged. "At clay modeling he had no equal in the first five grades. At finger-painting he was not beaten until much later—in the tenth grade. Baton-twirling. . . Scrapbook-making. . . And on the trampoline and the horizontal bars he has yet to meet his match. In view of marked excellence in these subjects, he was put in the sixth grade—to be with his age-mates, we were told."

Dr. Mealy's hands trembled slightly, but his voice held

firm. "And he came through the last eight years by just sitting quietly and staring at the teacher?"

"Well, there was also the consistent 60 per cent on the true-or-false tests."

The president could only glare at VanSyoc, before he turned tiredly to Mr. Timms. "Here," he said, handling the registrar a folder, "Take a look at Harry's psychological battery—it was marked for machine scoring somewhat like a true-or-false test."

Timms took the folder and pawed through it desperately, reading, shuffling, scrutinizing.

"Well?" Dr. Mealy waited.

"He's in the lowest decile."

"So?"

"He isn't eligible for a scholarship."

"Scholarship? To blaze with the scholarship! What else?"

Mr. Timms turned scarlet, the color beginning with the chafed place at his throat and inching up to the roots of his hair. "Well," he ventured, "He wouldn't be admitted to Harvard."

"Harvard?" Dr. Mealy's whisper was no more natural than a shout would have been. "I don't care about Harvard. What about Pickering College?"

"He can enter Pickering," Timms said feebly.

"Ridiculous!" Mealy growled. "It's an outrage!"

"Yes sir," Timms agreed.

After a brief silence, during which Timms tried to auger the toe of his shoe into the heavy carpet, Mealy suddenly said, "Is there no technical way. . .?"

"Not that I know of, sir," Timms said. "It will take action by the regents to change the requirements, and probably as long for a court decision."

Dr. Mealy turned to VanSyoc. "I don't suppose you'd agree to hold Harry out until such action could be taken."

"No, sir."

"All right." The president's great hands fell to his sides. "I can see no way to prevent it. But be assured, Mr. VanSyoc, that we are going to drop him just as soon as we find a legitimate way to do it."

"That's fair enough," VanSyoc rose to leave.

President Mealy cleared the desk in front of him, as though to put his head down on it, but a distant clamor—from a pep rally, it seemed—filtered faintly into the office and roused him. He listened a moment, then turned again to his caller. "One last request, Mr. VanSyoc," he said. "Might we hear how all this began? How did this . . . creature—Harry—and his wealth come to you?"

Above the rising commotion from outside, VanSyoc told them. "He was assigned to my care by Frank and Cleo Webster—you probably know their books in anthropology, biology, and the like—they were killed while flying back from an expedition. They had just discovered a species of Borneo orangutang—a taller species, less quadrupedal,

without the fibrous tissue that usually broadens the face, nor. . . ."

"Yes, yes," Dr. Mealy said. "We wouldn't understand the technical side. But please go on."

VanSyoc stirred uneasily. The disturbance outside was growing louder. But neither Mr. Timms nor Dr. Mealy took note of it, so he continued, hurriedly. "The will was very recent and very specific," he said. "It called for a fixed sum each year for Harry as long as he lives." VanSyoc moved toward the door.

"It's all explained," Timms said, as if it mattered. "The Websters adopted a pet."

"Yes," Dr. Mealy added. "The rest is quite clear. Good day, Mr. VanSyoc." The breath went out of the Pickering president like air from a deflating balloon, and he put his head down on his desk.

THE din outside increased as VanSyoc neared the door of the Ad Building. Chattering young file clerks and typists were hurrying toward the entrance. VanSyoc pushed past them and went out. As soon as the heavy door swung shut behind him, he found himself caught in the maelstrom.

The lawn was packed with swirling undergraduates predominantly male. There was chanting, shouting, cat-calling—by groups, in turn. Freshman caps were bandied about on every side. Varnished paddles bearing fraternity emblems were also in evidence. But dominating the scene were the placards. "WE WANT HARRY!" one stated, in catsup-red letters a foot high. Another blazoned, "SIGS WANT HARRY!" And another, "HARRY IS A KAPPA!" And still another pleaded, "LAMBDA NEED YOU, HARRY!"

VanSyoc pushed through to a disgusted-looking student who stood near a broken, trampled placard which read, "APES, GO HOME!"

"What's going on?"

"It's that ape," he growled. "All the frats are trying to pledge him. They're going crazy, rushing him."

"Pledge? Harry? Where is Harry?"

"Over in that elm tree, yonder." The boy's arm swung past a few policemen wrangling ineffectually with the fringes of the growing mob and stopped, pointing to the center of the uproar.

Freshman Harry was perched in the tree, hanging on with one hand and one foot, just out of reach of a hundred clutching hands. Not one, but three cigarettes protruded from his lips, tucked there, side by side, so firmly that they did not waver when he tipped his head to drink from a bottle of beer that he held in his free foot. His free hand, meanwhile, alternated between removing his tailored garments, one by one, and dropping them to the crowd. Then, after he dropped a piece of clothing, he pounded exultantly on his already-exposed chest.

His ascot, vest, and coat were gone. Even while

VanSyoc looked on, the doeskin moccasins went to the crowd, and the man shuddered to remember that all his fears in the president's office had become reality. "Stop it, Harry," he shouted, but his voice did not carry past the nearest half-dozen of those around him.

Tossing his coat behind a shrub, he pushed his way around the fringe of the mob, toward the downtown side, from which he heard the sound of approaching sirens. His necktie was gone when he reached his objective, and his shirt was torn, but he got there just as six loaded squad cars and four fire engines rumbled up.

"Hey," he shouted to the man who seemed to be taking charge, "Hey, that orangutang is mine. Please don't let anything happen to him."

Waving his men into action, the chief answered, "Sure, sure, mister. Nothing'll happen to him—if we get him first."

Fire hoses were coupled and swung into use. In minutes the drenched crowd began to move. "Please," VanSyoc shouted to the men on the hoses, "Please don't let any of the water get to Harry—it'll drive him frantic." But no one heard him in the rush. And while Harry himself was yet untouched, the mob's strange behavior had struck fear in him, and he crouched, gibbering, in the elm.

The indifferent play of water nearer and nearer to Harry's perch finally drove VanSyoc into action. Wrenching a two-foot paddle from its drenched bearer, he charged into the crowd toward the elm. As though waiting for a leader, half a dozen policemen fell in behind him, and they cleared a path, sending undergraduates sprawling to right and left.

"Harry," VanSyoc yelled. "We're coming."

As they reached the tree, one of the fingers of water moved carelessly toward the limb where Harry clung. "Jump, Harry! Jump!" VanSyoc pleaded. "It's me, Harry. Jump!"

The orangutang dropped onto his guardian's chest, and the impact sent them down in a heap. "Pa-pa," Harry mouthed. "Papa."

After the last student was routed, and nothing remained on the trampled lawn but broken placards in the puddles of water—and here and there a fragment of clothing—Winston VanSyoc led Harry into the Ad Building, where they filled out a routine cancellation-of-enrollment form and left it with the clerk. After "Reason for Withdrawal": VanSyoc wrote: "conflict of interests." This done, they went out a side door and down a shrub-hidden walk toward the parking lot at the rear of the building.

VanSyoc's coat had been stolen. His shirt was in shreds, and his imported slacks were caked with mud to the knees. Harry was cleaner, although he wore only a diaper. This lack of clothing bothered him not at all, however. It was cool and quiet going down the walk, and he clung contentedly to VanSyoc's hand.

But as they passed a cluster of windows at the rear of the building, rising voices came to them from a secluded office inside. "But he can't, possibly," Timms' voice said.

"Who can say?" Dr. Mealy's voice replied.

A strange voice joined in. "Yes, who can say. There will be several courses where he should do quite well. In art, for instance, for he paints quite creatively, the record says. And the band will want him for baton, and there's 'Games for the Primary Grades,' for example—and physical education, of course, for he's a natural gymnast."

"But he can't possibly pass the *required* load," Timms said.

"Stop saying that, Timms." Dr. Mealy's voice was high

and breaking. "We don't know what he *can't* do. All we know is what he can."

"But they wouldn't dare pass him." Timms was sticking tenaciously to his guns.

"And yet," the strange voice added, "he *can* make 60 on any true-false test."

"And what if they should pass him?" Dr. Mealy cried. "Oh, God, what if they should?"

The voices subsided as Harry and his friend neared the end of the shaded walk, where now stood the familiar limousine, its rear door open and Clarence standing beside it, waving his chauffeur's cap.

Harry dropped VanSyoc's hand and rushed on ahead, going to all-fours in his haste and preoccupation. "Pa-pa," he puffed happily. "Pa-pa, Papa, Papa."

... the stock of the intellectual

We have seen such a shift of public attention in our own day and in the area of greatest concern to us. Only a couple of years ago professors were fair game for laughter and for suspicion and for neglect. They no longer are. The stock of the intellectual soared with the first Russian satellite. What research could do became suddenly a matter of great public concern, and that in an area where the public was quite ready to admit that it didn't have the answers, and it must rely on the experts for the answers. If it had been the area of morals or aesthetics, for instance, in which the world-shaking advent of the first Sputnik took place, the public would have had a field day with the suggestions of the amateur at large. But this was an area in which the average man knew that he knew nothing, and that he must turn to those who did. And suddenly the difference between ignorance and knowledge was highlighted as, I think, it never had been before in our time.

From "The Association in 1958," by Helen C. White, *Bulletin*, Summer, 1958, p. 394.

The Salary Problem of the Submerged Percentage

By MARTIN BRONFENBRENNER

It has been doubly interesting for the teacher who is also an economist to observe the operation of the academic labor market in the general inflation prevailing since the Second World War. As he might have forecast, shortages became apparent at once among younger men in lower ranks, and were met by salary increases there (after a short period of temporizing with lower quality). There resulted a compression of the salary scale, which has been largely remedied over the succeeding half-generation as retirements and enrollments forced the shortages into higher brackets of rank and age.

By and large the market mechanism has worked in the way conventional economists say it does, albeit more slowly than some of us had hoped it might. It has worked surprisingly well, it seems in retrospect, in view of the differentiation of the academic product and the tenuous justifiability of the accepted appointment standards. Possibly organizations like the American Association of University Professors and the American Federation of Teachers have accelerated the adjustment and turned it more largely toward higher salaries as against lower quality, although this is difficult to prove. What this essay is about, however, is the minority of cases in which the market mechanism has worked unusually badly or slowly or, in extreme cases, hardly at all. This minority I propose to call the submerged percentage, since the national AAUP omits the lowest two per cent from its published computations of minimum salary levels for associate and full professors at reporting colleges and universities.

II

WHO are the submerged percentage whom the market has passed by, whom even the AAUP has chosen to overlook, and whose salaries have stayed close to their preinflation levels? Every discipline, and almost every campus, has its own horror stories. Without benefit of detailed survey research, I think I can guess at some of the categories in order of frequency.

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One group consists of "unfortunate appointments" in a strictly professional sense. They carry academic tenure, but their departments or administrations are taking advantage of inflation to erode the tenure they regret having granted at all. The unfortunate appointments, often dating from just before or after the Second World War, were made in the expectation that the appointees might develop into productive scholars, golden-voiced mass lecturers, or both. The appointees have in fact developed into neither. Some are victims of *ex post facto* applications of "publish or perish" in newly ambitious institutions or departments, left passively to wither on the vine instead of being plucked actively. Others are victims of predilections for research and seminar-style discussion in institutions where only acting ability pays off, as judged by class size and repute along Fraternity Row, or by luncheon audiences at the Kiwanis Club.

Another smaller group has a variety of nonprofessional personal problems. Here is the exploited exile or refugee who cannot learn English, along with the under-privileged man whose language still smacks of the barnyard or the back alley. Here is the congenital rebel or administration-baiter, the physical or mental semi-invalid, the suspected alcoholic or "sexual deviant," the member of the wrong sex, race, or church, the man with any of several wrong sorts of wife, the man *persona non grata* to his chairman or dean for whatever reason (or none at all), the man too old to move.

The third group includes a few specialists in the wrong fields, which have lost popularity and enrollment. In our own day these are concentrated in the popular languages of past generations—Latin, Greek, French, and German. Within other disciplines, they are in a minority—specialists in taxonomy, geometry, optics, railway transportation, and so on. Some administrations look with especial favor on these academically displaced persons in the assignment of administrative posts; where they do not or cannot, salary anomalies sometimes arise.

Fourth and last, because probably smallest, is the group that concerns me most—the unfashionably heterodox. It is against these people, Marxists or single taxers,

atheists or fundamentalists, vegetarians or homeopaths, pacifists or preventive warriors, Einsteinians in a Newtonian age or Newtonians in an Einsteinian one, radicals, reactionaries, or just plain cranks, that the erosion of tenure rules by salary discrimination works actively to limit freedom in the market place of ideas. It is primarily to protect this minority, who may turn out to be right in the end, that we should do more than we do to protect the larger number of mere incompetents and mere bad boys. Here, as in the criminal law, it is better for ten guilty to escape punishment than for one innocent to suffer undeservedly.

III

I propose nothing here to insure the submerged percentage either tenure or promotion. I do not therefore solve their most fundamental problems. Nothing in this essay would have protected, say, Thorstein Veblen from the consequences of either his personal or his academic heterodoxies at Chicago, Stanford, or Missouri. My suggestion would solve only the lesser problem of insuring his academic tenure, once achieved, against the extremes of erosion by discriminatory treatment with respect to salary within whatever academic rank he might obtain.

This proposal is that within each academic administrative unit of the school or college headed by a single dean or equivalent, no full-time academic employee at any rank be paid less than a given percentage (say 75) of the *median* full-time salary for that rank, and that the same rule should hold proportionately for part-time employees. *No exception whatever* should be allowed. Herein lies the advantage of this scheme for the protection of the heterodox (not to mention the incompetent and obnoxious) left out in the cold by AAUP "minima" which turn out not to be minima at all.

Readers will note that the unit of application of this proposal is to be the school or college, rather than the department or the university as a whole. This choice is to some extent arbitrary, and can be defended only pragmatically. Most departments in most universities are too small to permit application of statistical rules within departments as a whole, let alone each academic rank. On the other hand, salary disparities between schools often render statistical averages noncomparable, depending on the presence and relative size of such high-salaried branches as medicine, engineering, and law. Even the school-wide unit can give rise to anomalies depending, for example, on how the work in mathematics, chemistry, and physics is divided between the colleges of liberal arts and engineering, or on the division of economics and statistics between the colleges of liberal arts and business administration.

On the other hand, the choice of the median rather than the ordinary average or arithmetic mean was quite deliberate. The median is the middle value in a range, measured either from the top or from the bottom. Being a positional average, it has the advantage for our purposes of being unaffected by a few extremely large or small extreme values. This means, in connection with this proposal, that the granting of a few extremely large salaries to the shining lights of an institution will not require the raising of salaries at the bottom of the range even in circumstances where they raise the mean to an unrepresentative level. An example will illustrate the point: suppose our proposal, no salary lower than 75 per cent of the median, to be in effect in a college with only five full professors, whose salaries are \$8,000, \$9,000, \$10,000, \$11,000, and \$12,000. In this situation both the mean and the median are \$10,000. The lowest salary is 80 per cent of the median, and no action is called for. Now suppose it necessary to raise the two *prima donnas* from \$11,000 and \$12,000 to \$16,000 and \$17,000, in order to repel raiders. This raises the mean salary to \$12,000, but leaves the median unchanged at \$10,000. If the mean had been used as statistical standard for our proposal, it would have been necessary to raise the lowest salary, which has fallen to 66 2/3 per cent of the mean. With the median used as base, however, the raises at the top have no effect. The lowest salary remains at 80 per cent of the median, and no action is required.

A minority of institutions, notably the State Colleges and the University of California, have regular salary scales which include protection for the submerged percentage. To put the matter more strongly, these institutions have no submerged percentage at all. Elsewhere the practicability of immediate salary protection for the submerged percentage depends primarily upon its cost, although even a small cost may loom strategically large in the light of alternative uses in attracting or retaining more "desirable" faculty members. The cost of salary protection to the submerged percentage will vary from one institution to another, both in the aggregate and as a percentage of the total academic payroll. It is my belief, however, that the cost will be found nearly everywhere to be small, smaller perhaps than most would expect *a priori*.

For a specimen computation, which makes no claim to be representative, I have chosen the situation at the University of Minnesota for the academic year 1959-60, since budget documents were available for analysis. The choice was a happy one, since Minnesota payroll statistics are unusually detailed and inclusive. They cover all campuses of the university, as well as the extension service. The figures are broken down by academic ranks, by relatively fine salary size brackets, and by administrative subdivisions. They distinguish between academic-year and

calendar-year appointees, eliminating a serious source of ambiguity in much salary data. They also refer only to full-time appointees; data on part-time appointees are published separately and were not used.

In the Minnesota case, reform along the lines advocated here would cost the University approximately \$5,000, or approximately one twenty-fifth of one per cent (.0004) of the total full-time academic payroll of the institution. The bulk of the increase would be concentrated among full professors, but even here it would amount to less than one tenth of one per cent (.001) of the full-professor payroll. I had expected to discover a secondary concentration of the submerged percentage in the Associate Professor rank, but Minnesota apparently pays its "non-promotable" Associate Professors generously relative to Associate Professors as a group.

TABLE 1—Estimated Cost to the University of Minnesota, 1959-60, of Raising Low Salaries to Specified Minimum Percentages of Median Salary for Each Rank in Each College

Percentage of Median Salary	Full Professors		All Ranks	
	Amount (\$000)	Percentage of Full-Professor Payroll	Amount (\$000)	Percentage of Total Payroll
50	0.00	0.00	0.00	0.00
66 $\frac{2}{3}$	0.38	0.01	0.38	Less than 0.005
75	4.72	0.09	5.03	0.04
80	12.81	0.23	14.89	0.11

Details for Minnesota are presented in Table 1, with which other schools may see fit to compare their own circumstances. Data for "Full Professors" and for "All Ranks" are presented separately; one can see from the totals in the table that the lower ranks involve too few problem cases to justify separate tabulation. I am indebted to two graduate assistants, Charles S. Khang and William T. T. Sher, for computational assistance in the distillation of the table from University budget data.

VI

THE implication of these estimates is clear, specifically for Minnesota and inferentially for many other institutions. It would cost colleges and universities relatively little to remedy the inequities inflicted upon the submerged percentage by raising minimum salaries to relatively high proportions of median salaries at each rank. Such adjustment would admittedly do violence to the principles of "merit systems," principles which are by no means beyond question. It would admittedly give a certain number of incompetents and bad boys small windfalls which are hard to justify on any grounds. These drawbacks are however unimportant as compared to the increased assurance of free competition in the market place for ideas, and to the increased insurance of academic tenure against erosion by salary discrimination in periods of inflation.

... a symbol of integrity

The imprint of a university press, unlike that of a vanity publisher, is a symbol of integrity. Its value is not lessened by the occasional practice of requesting a subsidy from the author, because a university press never makes such a request unless and until the manuscript has previously been adjudged publishable on sound scholarly and editorial grounds. To be true to its *raison d'être*, which is to publish scholarly books, a university press must accept the fact that such publishing will most of the time require subsidy, and it taps all the sources of subsidy it can. When it comes to the end of its rope, it may seek a subsidy from the author himself rather than close the door entirely upon a promising contribution.

From "University Presses and Author Subsidies," by George S. Amsbary, *Bulletin*, Summer, 1952, p. 280.

The Distribution of Faculty Ranks by Institutional Type, Size, and Control, 1960-61

By W. ROBERT BOKELMAN AND LOUIS A. D'AMICO

Inasmuch as data on over 117,000 full-time faculty members in undergraduate four-year colleges, medical and related schools, and other professional and graduate schools are available from *Higher Education Planning and Management Data, 1960-61*,¹ an analysis of the distribution of faculty ranks of such a considerable number of full-time faculty members should provide meaningful information to those interested in faculty staffing organization in our colleges and universities. Specifically, this report deals with the following questions: (1) To what extent are there differences in the rank distribution of faculty on 9-10-month contracts and those on 11-12-month contracts? (2) To what extent are there differences in the rank distributions of faculty in large and in small institutions? (3) To what extent are there differences in the rank distributions of faculty in undergraduate four-year colleges, in medical and related schools, and in other professional and graduate schools? (4) To what extent are there differences in the rank distribution of faculty in public and in privately controlled institutions?

The report, *Higher Education Planning and Management Data, 1960-61*,² is based on responses from 310 public and 753 private institutions, not including junior colleges. These responses comprise 85.2 per cent of the public and 73.8 per cent of the private institutions offering a minimum four-year program or better; and enrollment-wise, the responses represent 93.1 per cent of the public and 83.2 per cent of the private enrollments of the Nation during 1960-61. Three tables are presented here to document the rank distributions of full-time faculty members in undergraduate colleges of universities, liberal arts colleges, teachers colleges, medical and related schools, and other professional and graduate schools.

¹ Bokelman, W. Robert, *Higher Education Planning and Management Data, 1960-61*. OE-53010, Circular No. 651. U. S. Department of Health, Education, and Welfare, 1961. 91 pp.
² *Ibid.*

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Comparison of Rank Distributions by Type of Undergraduate Four-year College or University

The percentage distribution of faculty members on 9-10-month contracts in undergraduate four-year colleges and universities (see Table 1) shows that the total representation of the two highest ranks combined, professor and associate professor, was 47.9 per cent in public institutions and 50.5 per cent in private institutions. In both public and private institutions the assistant professor rank had the highest percentage incidence of the four ranks, totaling 33.5 per cent in public and 29.7 per cent in private. Private institutions had a higher proportion of their total faculty in the full professor and instructor ranks than did public institutions.

A comparison of 9-10-month faculty by institutional type reveals that in public institutions, university colleges, liberal arts colleges, and teachers colleges had the highest proportion of their faculty in the assistant professor rank, 30.0, 38.8, and 37.0 per cent, respectively. In private institutions, however, full professors in university colleges had the highest percentage, 31.4 per cent, for any rank. (Private teachers colleges were excluded because of the small number of faculty included.)

For faculty in undergraduate institutions on 11-12-month contracts, 59.4 per cent of those in public and 55.6 per cent of those in private institutions occupied the two highest ranks, professor and associate professor. Undoubtedly, factors that contribute to the higher proportions of faculty on 11-12-month contracts in these two ranks (as contrasted to 9-10-month faculty) are interrelated: departmental chairmanships or headships, entailing year-round responsibility, usually carry a full professorship; many institutions adhere to the "rank has its privileges" adage, giving their limited 11-12-month contracts to the upper ranks; and experience with instruction and research makes the upper two ranks more needed on a year-round basis. It is interesting to note that for faculty on 11-12-month contracts, the percentages of professors and associate professors in public institutions were higher,

TABLE 1—Number and Percentage of Faculty in Undergraduate University Colleges, Liberal Arts Colleges, and Teachers Colleges by Rank, Length of Contract, and Institutional Control, 1960-61

Type of Undergraduate Institution	Number and Percentage	9—10-Month Contracts					11—12-Month Contracts				
		Professor	Associate Professor	Assistant Professor	Instructor	Total	Professor	Associate Professor	Assistant Professor	Instructor	Total
Public Institutions											
University Colleges	Number	6673	6154	7454	4602	24,883	3233	2548	2540	1122	9443
	Percentage	26.8	24.7	30.0	18.5	100.0	34.2	27.0	26.9	11.9	100.0
Liberal Arts Colleges	Number	1918	2272	3849	1889	9928	322	267	296	225	1110
	Percentage	19.4	22.8	38.8	19.0	100.0	29.0	24.1	26.7	20.2	100.0
Teachers Colleges	Number	2112	2681	3984	1984	10,761	489	365	455	305	1614
	Percentage	19.6	24.9	37.0	18.5	100.0	30.3	22.6	28.2	18.9	100.0
Total	Number	10,703	11,107	15,287	8475	45,572	4044	3180	3291	1652	12,167
	Percentage	23.5	24.4	33.5	18.6	100.0	33.2	26.2	27.0	13.6	100.0
Private Institutions											
University Colleges	Number	3292	2414	2895	1896	10,497	618	475	459	156	1708
	Percentage	31.4	23.0	27.6	18.0	100.0	36.2	27.8	26.9	9.1	100.0
Liberal Arts Colleges	Number	4511	4364	5657	3828	18,360	837	733	923	560	3053
	Percentage	24.6	23.8	30.8	20.8	100.0	27.4	24.0	30.2	18.4	100.0
Teachers Colleges	Number	1	7	19	14	41	12	9	22	19	62
	Percentage	2.4	17.1	46.3	34.2	100.0	19.4	14.5	35.5	30.6	100.0
Total	Number	7804	6785	8571	5738	28,898	1467	1217	1404	735	4823
	Percentage	27.0	23.5	29.7	19.8	100.0	30.4	25.2	29.2	15.2	100.0

Source of data: Bokelman, W. Robert, *Higher Education Planning and Management Data, 1960-61*, OE-53010, Circular No. 651 (In process). Department of Health, Education, and Welfare, 1961. 91 pp.

respectively, than the percentages for their counterparts in private institutions, but the percentages of assistant professors and instructors were lower for public institutions.

Each of the three types of public institutions had the highest percentage of 11-12-month faculty in the professor rank, varying from 29.0 per cent in liberal arts colleges to 34.2 per cent in university colleges. By comparison, in private institutions the 11-12-month faculty in university colleges had 36.2 per cent in the full-professor rank, highest percentage for either private or public institutions, but private liberal arts colleges had the highest percentage of their 11-12 month faculty, 30.2, in the assistant professor rank. It should be noted that of the faculty on 11-12-month contracts at the instructor level (again excluding private teachers colleges), public university colleges and liberal arts colleges had higher percentage representation than did their private counterparts.

Comparison of Rank Distributions by Size of Undergraduate Four-year College or University

In comparing faculty rank distribution by institutional size, it should be borne in mind that such a comparison is not necessarily equitable. Where an individual may be able to obtain the rank of associate or assistant professor in a small institution, he may be able to obtain only the rank of assistant professor or instructor, respectively, in a larger institution.

The distribution of rank of faculty members in public and private institutions by size of institution is shown in

Table 2. For the 45,572 faculty members on 9-10-month contracts in public institutions, there was a positive relationship between the percentage of full professors and the institutional size—the higher the percentage of full professors, the larger the enrollment category—with the range varying from 14.5 per cent in institutions with less than 500 students to 26.5 per cent in institutions with 10,000 and more students. With the exception of associate professors in public institutions with less than 500 students, the percentage of faculty in this rank showed very little variation with institutional size, remaining fairly constant at approximately the 25.0 per cent level. However, for assistant professors and instructors in public institutions (with the exception of institutions with under 500 students), there was with minor fluctuations a negative relationship between the percentage of faculty in each of these ranks and the size of enrollment. For assistant professors, the percentages ranged from 38.4 per cent for those in institutions with 500-999 students to 31.1 per cent for those in institutions with 10,000 and more students. Percentages for instructors ranged from 20.0 per cent for those in institutions with 500-999 students to 17.8 per cent for those in institutions with 10,000 and more students.

For the 28,898 faculty members on 9-10-month contracts in private institutions, the range in percentage of full professors by institutional size was from 25.0 per cent in institutions with less than 500 students to 33.1 per cent in those with 10,000 and more students. Although the percentage of full professors in private institutions tended to show a similar relationship to institutional size as was

TABLE 2—Number and Percentage of Faculty in Undergraduate Four-year Institutions by Rank, Length of Contract, Institutional Size, and Control, 1960-61

Size of Institution	Number and Percentage	9-10-Month Contracts					11-12-Month Contracts				
		Professor	Associate Professor	Assistant Professor	Instructor	Total	Professor	Associate Professor	Assistant Professor	Instructor	Total
Public Institutions											
Below 500	Number	20	18	32	68	138	7	17	26	33	83
	Percentage	14.5	13.0	23.2	49.3	100.0	8.4	20.5	31.3	39.8	100.0
500-999	Number	244	342	540	281	1407	67	41	62	37	207
	Percentage	17.3	24.3	38.4	20.0	100.0	32.4	19.8	30.0	17.8	100.0
1000-2499	Number	1331	1631	2234	1198	6394	290	233	311	208	1042
	Percentage	20.8	25.5	34.9	18.8	100.0	27.8	22.4	29.8	20.0	100.0
2500-4999	Number	1715	1943	2588	1672	8318	735	590	623	320	2268
	Percentage	20.6	23.4	35.9	20.1	100.0	32.4	26.0	27.5	14.1	100.0
5000-9999	Number	2203	2349	3398	1774	9724	1116	882	802	364	3164
	Percentage	22.7	24.2	34.9	18.2	100.0	35.3	27.9	25.3	11.5	100.0
10,000 & more	Number	5190	4824	6095	3482	19,591	1829	1417	1467	690	5403
	Percentage	26.5	24.6	31.1	17.8	100.0	33.8	26.2	27.2	12.8	100.0
Total	Number	10,703	11,107	15,287	8475	45,572	4044	3180	3291	1652	12,167
	Percentage	23.5	24.4	33.5	18.6	100.0	33.2	26.2	27.0	13.6	100.0
Private Institutions											
Below 500	Number	497	468	614	411	1990	122	104	138	62	426
	Percentage	25.0	23.5	30.9	20.6	100.0	28.6	24.4	32.4	14.6	100.0
500-999	Number	1470	1337	1659	1140	5606	368	317	356	237	1278
	Percentage	26.2	23.8	29.6	20.4	100.0	28.8	24.8	27.9	18.5	100.0
1000-2499	Number	2200	2049	2686	1803	8738	235	199	297	190	921
	Percentage	25.2	23.4	30.7	20.6	100.0	25.5	21.6	32.2	20.7	100.0
2500-4999	Number	707	616	716	560	2599	145	151	206	115	617
	Percentage	27.2	23.7	27.5	21.6	100.0	23.5	24.5	33.4	18.6	100.0
5000-9999	Number	1333	1207	1676	928	5144	265	215	195	92	767
	Percentage	25.9	23.5	32.6	18.0	100.0	34.6	28.0	25.4	12.0	100.0
10,000 & more	Number	1597	1108	1220	896	4821	332	231	212	39	814
	Percentage	33.1	23.0	25.3	18.6	100.0	40.8	28.4	26.0	4.8	100.0
Total	Number	7804	6785	8571	5738	28,898	1467	1217	1404	735	4823
	Percentage	27.0	23.5	29.7	19.8	100.0	30.4	25.2	29.1	15.3	100.0

Source of data: Bokelman, W. Robert, *Higher Education Planning and Management Data, 1960-61*, OE-53010, Circular Number 651 (In process). Department of Health, Education, and Welfare, 1961. 91 pp.

noted in public institutions, in each of the enrollment categories the percentage of full professors in private institutions was larger than in public institutions. As was found for associate professors in public institutions, the percentage of this rank in private institutions remained relatively constant at approximately the 23.0 per cent level among the various institutional sizes. For assistant professors in private institutions, there was a wide fluctuation in representation by institutional size; the lowest percentage, 25.3 per cent, was found in institutions with 10,000 and more students, and the highest percentage, 32.6 per cent, in institutions with 5000-9999 students. Interestingly, with the exception of the below 500 enrollment category, the percentage of assistant professors in private institutions was considerably lower for each enrollment category than the corresponding percentage in public institutions. At the instructor level in private institutions, there was a tendency for percentage of faculty in this rank to be negatively related to institutional size, as was similarly observed for public institutions (those with less than 500 students excepted).

For faculty on 11-12-month contracts in public and in private institutions, there was not the same correlation between percentage of full professor rank and institutional size that was found for full professors on 9-10-month contracts. However, in both public and private institutions, the largest percentages of full professors were shown for institutions in the 5000-9999 and the 10,000-and-more enrollment categories. It will be noted that private institutions with 10,000 and more students had 40.8 per cent of their faculty in the full professor rank. In addition, this enrollment category of private institutions had a minimal percentage (4.8 per cent) of faculty in the instructor rank.

Comparison of Rank Distributions in Medical and Related and in Professional and Other Graduate Schools

An examination of Table 3 shows that for institutional medical and related faculty, public and private combined, those who were on 11-12-month contracts outnumbered those on 9-10-month contracts by over 6 to 1 (7722 vs.

TABLE 3—Number and Percentage of Faculty in Medical and Related and in Professional and Other Graduate Schools by Rank, Length of Contract, Public and Private Institutions Combined, 1960-61

Type of School	Number and Percentage	Public and Private Combined									
		9-10-Month Contracts					11-12-Month Contracts				
		Professor	Associate Professor	Assistant Professor	Instructor	Total	Professor	Associate Professor	Assistant Professor	Instructor	Total
Medical and Related Schools											
Medicine Clinical	Number	80	45	85	28	238	949	908	1225	756	3838
	Percentage	33.6	18.9	35.7	11.8	100.0	24.7	23.7	31.9	19.7	100.0
Medicine Preclinical	Number	110	89	87	50	336	553	512	628	287	1980
	Percentage	32.7	26.5	25.9	14.9	100.0	27.9	25.9	31.7	14.5	100.0
Dentistry	Number	41	33	33	21	128	239	170	189	155	753
	Percentage	32.0	25.8	25.8	16.4	100.0	31.7	22.6	25.1	20.6	100.0
Veterinary Medicine	Number	8	6	11	3	28	162	123	104	117	506
	Percentage	28.6	21.4	39.3	10.7	100.0	32.0	24.3	20.6	23.1	100.0
Pharmacy	Number	91	93	95	52	331	61	70	53	22	206
	Percentage	27.5	28.1	28.7	15.7	100.0	29.6	34.0	25.7	10.7	100.0
Nursing	Number	12	26	66	83	187	26	65	171	177	439
	Percentage	6.4	13.9	35.3	44.4	100.0	5.9	14.8	39.0	40.3	100.0
Total	Number	342	292	377	237	1248	1990	1848	2370	1514	7722
	Percentage	27.4	23.4	30.2	19.0	100.0	25.8	23.9	30.7	19.6	100.0
Professional and Other Graduate											
Law	Number	645	161	141	21	968	106	30	39	6	181
	Percentage	66.6	16.6	14.6	2.2	100.0	58.6	16.6	21.5	3.3	100.0
Theology	Number	283	130	123	75	611	351	152	132	67	702
	Percentage	46.3	21.3	20.1	12.3	100.0	50.0	21.7	18.8	9.5	100.0
Engineering	Number	2485	2434	2431	1786	9136	771	447	490	244	1952
	Percentage	27.2	26.6	26.6	19.6	100.0	39.5	22.9	25.1	12.5	100.0
Fine Arts	Number	108	165	124	118	515	8	3	2	7	20
	Percentage	21.0	32.0	24.1	22.9	100.0	40.0	15.0	10.0	35.0	100.0
Social Work	Number	62	109	93	27	291	14	23	27	6	70
	Percentage	21.3	37.5	32.0	9.2	100.0	20.0	32.9	38.6	8.5	100.0
Other Grad. Colleges	Number	490	308	294	121	1213	191	138	142	123	594
	Percentage	40.4	25.4	24.2	10.0	100.0	32.2	23.2	23.9	20.7	100.0
Total	Number	4073	3307	3206	2148	12,734	1441	793	832	453	3519
	Percentage	32.0	26.0	25.2	16.8	100.0	41.0	22.5	23.6	12.9	100.0

Source of data: Bokelman, W. Robert, *Higher Education Planning and Management Data, 1960-61*, OE-53010, Circular Number 651 (In process). Department of Health, Education, and Welfare, 1961, 91 pp.

1248). However, the total rank distribution of medical and related faculty on 9-10-month contracts shows percentages comparable to those for faculty on 11-12-month contracts. Whereas, omitting nursing schools, the percentages of 9-10-month faculty in the two upper ranks (full professor and associate professor) varied from 50.0 for schools of veterinary medicine to 59.2 for preclinical medicine, the corresponding percentages for 11-12-month faculty of these two ranks varied from 48.4 for clinical medicine to 63.6 for pharmacy. Nursing faculty on both 9-10- and 11-12-month contracts had slightly over 20.0 per cent of their total in the full professor and the associate professor ranks, respectively.

For the combined public and private institutional faculty in professional and other graduate schools, unlike the medical and related school faculty, the number on 9-10-month contracts was almost four times larger than the number on 11-12-month contracts (12,734 vs. 3419). For this faculty group on 9-10-month or 11-12-month

contracts, the percentage of full professors among total faculty was considerably higher than that for any other faculty rank. With the exception of faculty in engineering and fine arts on 9-10-month contracts, and of faculty in social work on 11-12-month contracts, the percentage total for professional and graduate full professors and associate professors was in each case over 55.0 per cent. The range of the combined percentage of full professors and associate professors on 9-10-month contracts varied from 53.0 for those in fine arts to 83.2 per cent for those in law (66.6 per cent of 9-10-month law faculty occupied the full professor rank). For faculty on 11-12-month contracts, the combined percentage of full professors and associate professors varied from 52.9 per cent for those in schools of social work to 75.2 per cent for those in law schools.

Conclusions

In reference to the questions raised at the beginning of this report, an analysis of the data provides the following answers:

1. In undergraduate colleges of universities, liberal arts colleges, and teachers colleges, the combined percentage of full professors and associate professors on 11-12-month contracts was 11.5 percentage points higher in public institutions and 5.1 percentage points higher in private institutions than the corresponding percentages for full professors and associate professors on 9-10-month contracts. In medical and related schools, however, the combined percentage of the two upper faculty ranks on 11-12-month contracts was 1.1 percentage points lower than the percentage for full professors and associate professors on 9-10-month contracts. In professional and other graduate schools, the combined percentage for full professors and associate professors on 11-12-month contracts was 5.5 points higher than the corresponding percentage for those on 9-10-month contracts.

2. For the six enrollment categories ranging from below 500 to 10,000 and more, the combined percentage for full professors and associate professors on 9-10-month contracts increased in almost direct ratio to enrollment, from 27.5 to 51.1 per cent in public and from 48.5 to 56.1 per cent in private institutions. In public institutions the combined percentage of full professors and associate professors on 11-12-month contracts was correlated, with some fluctuation, with institutional size: those in institutions with 2500-4999, 5000-9999, and 10,000 and more students comprised percentages of total respective faculties of 58.4, 63.2, and 60.0; those in institutions with below 500, 500-999, and 1000-2499 comprised percentages of respective faculties of 28.9, 52.2, and 50.2. In private institutions the combined percentage of full professors and associate professors on 11-12-month contracts was at the 53.0 and 53.6 per cent level in institutions with below

500 and 500-999 students, dipped to the 47.1 and 48.0 per cent level in institutions with 1000-2499 and 2500-4999 students, and rose to 62.6 and 69.2 in institutions with 5000-9999 and 10,000 and more students, respectively.

3. A comparison of the distribution of faculty ranks in undergraduate four-year colleges and universities, medical and related schools, and professional and other graduate schools reveals that for 9-10-month contract faculty, the assistant professor rank had the highest percentage of total faculty in undergraduate four-year colleges and universities and in medical and related schools, but the full professor rank had the highest percentage in professional and other graduate schools. For faculty on 11-12-month contracts, the full professor rank in undergraduate four-year colleges and universities and in professional and other graduate schools had the highest percentage of representation, but the assistant professor rank had the highest representation for medical and related schools.

4. For faculty on 9-10-month contracts, those in public institutions had higher representation than those in private institutions at the associate professor and assistant professor level. On the other hand, professors and instructors in private institutions had higher representation of total faculty than did their counterparts in public institutions. For faculty on 11-12-month contracts (excluding those in medical and related schools and in professional and other graduate schools), the percentages of full professors and of associate professors in public institutions were larger than the corresponding percentages in private institutions; assistant professors and instructors in private institutions, on the other hand, constituted larger percentages of total faculty than did their counterparts in public institutions.

... so there were committees

So there were committees.

One on, "What is Man?"

And one on, "What is Grass?"

And, "How is it better than Manna?"

And, "The Validity or Invalidity of Faith as a Basic Force in the Constitution of a (Hypothetical) Universe,"

And thirteen other committees on equally pertinent phases of universe-building. With subcommittees, very naturally, to work out tentative solutions for each separate subproblem

To make recommendations to the full committees,

To make recommendations to the heavenly host.

From "How the World Was Not Created," *Bulletin*, Summer, 1953, pp. 257-258.

Academic Freedom and Tenure: South Dakota State College

Preliminary Statement

Following his summary dismissal by the State Board of Regents of Education on January 10, 1958, Professor W. W. Worzella, Head of the Department of Agronomy at South Dakota State College, Brookings, South Dakota, under date of January 30, 1958, requested the Washington Office of the Association to review the dismissal action. Investigation was first delayed to await the outcome of litigation instituted by Professor Worzella against the Board of Regents. This litigation was terminated on December 10, 1958, when the Supreme Court of South Dakota, in the case of *Worzella v. Board of Regents*, 77 S.D. 447, 93 N.W. (2d) 411 (1958), rejected Professor Worzella's contention that the Board was legally accountable for the dismissal and refused to order his reinstatement either as Head of the Department or as Professor of Agronomy. In so doing, the Court held legally unenforceable the tenure policy approved for State College by the Board of Regents some six years previously. Investigation by the Association was further delayed because for some time there was hope of legislative correction, and it appeared desirable to await the outcome of efforts toward this end. In August of 1960, the Association constituted Professor J. G. Leach of the College of Agriculture of West Virginia University and Professor Willard H. Pedrick of the School of Law of Northwestern University as an *ad hoc* committee to investigate and to report to Committee A of the Association on the dismissal.¹

On October 3rd and 4th, 1960, the investigating committee visited Brookings, South Dakota. It should be noted that President H. M. Briggs, who came to South Dakota State College after almost all of the events chronicled in this report had transpired, extended every courtesy to the committee. The committee is indebted as well to Mr. Donald E. Kratochvil, now in private industry in Brookings but formerly on the staff of the College, for his assistance in arranging interviews for the committee. Follow-

ing interviews on October 3rd and 4th with a number of people from the faculty of the College, with President Briggs, and with Mr. Harry J. Eggen, Chairman of the Board of Regents (and a member of the Board at the time of the dismissal of Dr. Worzella), the committee by correspondence addressed inquiries to Professor Worzella, who is presently on the faculty of the American University at Beirut, Lebanon; to Mr. Lem Overpeck, a member of the Board of Regents and its chairman at the time of the dismissal; to the Secretary of the Board; and to Mr. M. T. Woods, the attorney who represented Dr. Worzella in his court litigation. All responded in cooperative fashion. Through the courtesy of the Board of Regents, the committee was enabled to study the transcripts of hearings conducted by the Board in 1951 and more recently in 1957.

Because virtually all of the facts vital to this report are set forth in the official record of the courts of South Dakota and in the Hearings and Findings of the Board of Regents, it is not deemed necessary further to identify the committee's sources.

Findings

Background

Professor Worzella was appointed to the faculty of South Dakota State College on October 1, 1943. He was also appointed Head of the Department of Agronomy in 1943 and remained in that position and as Professor of Agronomy until the time of his dismissal from both positions by the Board of Regents on January 10, 1958. There is general agreement that throughout his tenure Professor Worzella's work within his department as teacher, research scholar, and administrator was of a high standard, and that he enjoyed an excellent relationship with the staff of the department. The Agronomy Department under his administration grew from eight members in 1943 to about 40 members at the time of his dismissal in 1958. Over the years, his relationship with both the Director of the Extension Service and the Director of the Experiment Station, coordinate administrators to each of whom he was responsible for certain phases of his work, proceeded on a mutually satisfactory basis. After some tension in 1948 over the level of compensation for members of the Agronomy Department, and in 1951 over the matter of participation in farm organization legislative activity, Pro-

¹The text of this report was written in the first instance by the members of the *ad hoc* investigating committee. In accordance with Association practice, the text was then submitted for consideration by the Association's standing Committee on Academic Freedom and Tenure (Committee A), to Dr. Worzella, and to the Administration of South Dakota State College. In the light of the comments and suggestions received, and with the editorial assistance of the Association staff, the report has been revised for publication.

fessor Worzella's relationship with the Dean of Agriculture was good and remained good until the time of his dismissal.

The relationship between Professor Worzella and the successive Presidents of the College during his tenure varied from one of strained relations in certain periods of his early years to a close-working and harmonious one during the administration of President John W. Headley, which extended from late 1951 until late 1957. Indeed, on occasion President Headley pointed other departments to Professor Worzella's work in the Agronomy Department as an illustration of what could be done in the way of developing a strong department.

Nonetheless, the post of Head of the Department of Agronomy in the College for the period of Professor Worzella's tenure was not an easy one. South Dakota is an agricultural state concentrating heavily on crop production, the very province of the Agronomy Department. That department of the state agricultural college, as it contributes to development of new seed strains, and as it supplies expert advice on a range of agricultural problems, occupies a role of critical importance to the farmers and to private business serving and dealing with agriculture, whose respective interests and perspectives are not always necessarily coincident.² It was probably inevitable that on occasion open friction would develop, particularly during a period of great expansion in the activity of the De-

²The problems suggested in this connection, at least as they seem to have appeared to various of the interested parties, are indicated by the two following excerpts. The first is from a statement made by then President Leinbach in April, 1951, to the Board of Regents in connection with charges made by him against Dr. Worzella at that time, and the other from an editorial of a South Dakota newspaper in January, 1958, following the dismissal of Dr. Worzella:

The problem is not a new one. It has existed at State College for more than a decade. It has not been peculiar to South Dakota and many other states have had to solve the same fundamental problems. Agricultural leaders, Regents of Education, Legislators and other groups have known of the problem in South Dakota for many years. No individual or group has been willing to face the issue in an attempt to correct it because of a fear of turmoil. As your chief executive at State College I considered it my responsibility to recommend to you the steps I considered the best for the welfare of the institution and the state as a whole. This I have done.

[Statement by President Leinbach]

What many people do not appear to realize is that the present controversy is merely a continuation of a long struggle that flared up briefly in the Lienbach [sic] incident seven years ago. Now, as then, the basic issue at dispute is the insistence of a certain element upon restriction of the foundation seed stock department of the Agricultural Division at State. They would permit commercial seed interests to exploit commercially the new varieties and improvements developed by the Agronomy Department, a shift that has been resisted vigorously all along by Dr. Worzella and others. It would remove the present arrangement whereby South Dakota farmers themselves develop their own foundation stocks through the local crop improvement associations—an arrangement that has kept them abreast of progress at relatively low cost for foundation seeds.

[*Hamlin County Herald Enterprise*,
Hayti, South Dakota, January 23, 1958]

partment of Agronomy, and at a time also when the lines of authority within the College were not clearly understood.

Friction involving Professor Worzella made itself evident outside the College on three occasions, the third of which culminated in his dismissal in 1958:

In 1948, dissatisfaction within the Department of Agronomy with the level of salaries in the contracts sent out for signature generated some tension between Professor Worzella and then President Fred H. Leinbach. At one point the President recommended, and the Board of Regents approved, withdrawal of Professor Worzella's contract. Professor Worzella and President Leinbach made peace, however, and he continued as Head of the Department, promising to be more cooperative with the Administration in the future.

In 1951, President Leinbach recommended to the Board of Regents dismissal of Professor Worzella and also of the Directors of Extension and of the Experiment Station, charging a general attempt at circumvention of his authority. This circumvention of authority was specified as including the lending of assistance to farm organizations making requests to the State Legislature concerning the College in a manner at odds with the representations made to the Legislature by the College Administration. The Board of Regents scheduled a hearing on the charges for April 14, 1951, in an auditorium at the University of South Dakota in Vermillion, South Dakota. The charges against the two directors were dropped just prior to the hearing, leaving Professor Worzella as the only subject. This hearing was public. The press was present, and part or all of the proceedings were broadcast over the State by radio. After considering the evidence introduced at the hearing by College personnel and farm organizations, the Board of Regents on April 21, 1951, by a vote of three to two dismissed the charges against Professor Worzella. The Board found some basis in fact for the charge of circumvention of authority and "that there has been lacking, on the part of Dr. Worzella, full cooperation with the administrative head of State College." It commended Professor Worzella, however, for his

unusual ability . . . in the field of Agronomy, as indicated in the growth of the Agronomy Department of State College since he was elected head of that department seven and one-half years ago. The Agronomy Department of State College is recognized as one of the best of its kind in the United States. It has developed to a new place of distinction and service under the direction of Dr. Worzella and his staff.

Professor Worzella was then offered the then usual one-year renewal contract

on the express condition that he will, in the future, give his full, willing and continuing cooperation to State College and its administrative head.

In May, 1951, shortly after this action by the Board of Regents, President Leinbach resigned. In November, Dr. John W. Headley succeeded to the presidency. During President Headley's tenure from November of 1951 until his death in a hunting accident in November of 1957, it appears that Professor Worzella was on excellent terms with the President of the College. A memorandum prepared by President Headley in April of 1957, reviewing the College's administrative problems that had by then become acute, absolved Professor Worzella of any responsibility for the difficulties. With respect to Professor Worzella, President Headley wrote that:

The latter is a most competent man. He is creative, a man of courage, industrious, and is effective in his work. Dr. Worzella, serving as Chairman of the graduate committee, has helped organize the graduate program to a point that it has attracted national attention because of its growth and its improved quality. This has been done in addition to handling the biggest department in Agriculture.

Despite his satisfactory working relationship with President Headley, Professor Worzella was involved to some extent in the administrative difficulties that enveloped the College during the period 1954 through 1957. Since various developments during this period are critical to this report, some elaboration with respect to them is in order.

For some time prior to 1954, the Division of Agriculture had been the object of concern on the part of the President of the College and the Board of Regents. This concern arose by reason of the friction that developed between the several departments in the division, and their respective relationships to the Director of the Experiment Station, the Director of the Extension Service, and the Dean of Agriculture. In 1954, President Headley recommended, and the Board of Regents approved, the appointment of a Chief Administrative Officer for the Division of Agriculture to bring about better coordination within the division. For various reasons, involving in part a matter of personalities—aggravated by the prospect of early retirement of the Dean of Agriculture and the Directors of the Experiment Station and the Extension Service with consequent competitive interest in those posts—the effort to unify the Division of Agriculture through the particular Chief Administrator failed. This failure in turn multiplied interdepartmental controversy and compounded the administrative problems.

Stung by the failure of his mission and personally distraught, the Chief Administrator, in August of 1957, submitted his resignation to the Board of Regents, and with his resignation a long and bitter "Report" to the Governor of the State. In this "Report" he charged that his mission to unify and coordinate the activities of the Division of Agriculture had failed because he was not supported by President Headley. To improve the Col-

lege, he recommended the discharge of seven members of the staff, starting with President Headley and including Professor Worzella. The "Report," of some 42 pages, was essentially an attack on President Headley. However, Professor Worzella and others were included as having actively worked within the College and with farm groups to defeat the 1954 reorganization established with the appointment of a Chief Administrator for the Division of Agriculture. President Headley was pictured as having yielded to the machinations of this "gang."

The Dismissal of Professor Worzella

It was this "Report" that sparked the series of events leading to the dismissal of Professor Worzella. Following the referral of the "Report" to the Board of Regents by the Governor, the Board on September 21, 1957, passed a resolution calling for "an immediate and thorough investigation of the personnel problems at State College." Under date of September 27, 1957, the Board wrote to Professor Worzella in the form of a letter presumably sent generally to all members of the faculty attacked in the "Report." In this letter, the Board made reference to the "Report" and stated that the Board had determined, after study and discussion of it, to:

institute an immediate and thorough investigation of the personnel problems at State College . . . and that when the facts are assembled and studied, positive and appropriate actions should be taken.

In the . . . Report, which you have undoubtedly seen, one or more serious charges were made against several individuals. You were one of the individuals named.

The letter then stated that the Board of Regents

are starting such investigation, and as a part of that investigation, and in fairness to the persons named therein, the Board believes that all individuals named in the . . . report should have a chance to make their positions clear and to give all of the persons named in the report an opportunity, if they desire, to make a statement in writing.

Also, it offered to supply a copy of the "Report" to Professor Worzella if he did not have one available.

Under date of October 7, 1957, Professor Worzella responded to the Chairman of the Board of Regents with a letter which in substance constituted a denial of the charges in the "Report" as they affected him and his staff. He further suggested that the Board of Regents visit with the members of the Agronomy staff with respect to conditions in the Agronomy Department.

On November 14 and 15, 1957, the Board of Regents conducted a public hearing in Brookings on the "Report." Parts of the proceedings were broadcast over the state by radio. Some witnesses were specifically requested by the Board to appear. Some volunteered and were heard. Professor Worzella was not invited to appear. On the advice of President Headley, he did not request an opportunity to, and, in fact, did not, appear.

Following the hearing on the "Report," Professor Worzella addressed another letter to the Board of Regents, dated November 22, 1957, to answer what he regarded as an unwarranted and unjustified attack made on him at the hearing by Dr. H. M. Crothers, Dean Emeritus of Engineering. Professor Worzella denied the charges made and discounted their source on the ground that over a long period Dr. Crothers had sought to oust him without adequate knowledge of his work or the work of the Agronomy Department. Professor Worzella in this letter also called attention to the existing regulations on termination of tenure appointments.

The only "reply" that in effect Professor Worzella received was a letter, under date of January 11, 1958, from Dr. Crothers himself, who, following the death of Dr. Headley, had been designated Acting President. In this letter, Professor Worzella was informed that the Board had on the previous day, January 10, issued a report on its investigation, which included among its findings and conclusions that Professor Worzella had been guilty of "insubordination," had become a "controversial character" and was therefore to be "summarily dismissed" (both as Head of the Department of Agronomy and as a member of the faculty of the College), with salary to be paid to the end of the fiscal year. Professor Worzella was further informed that he would be given a copy of the full report when it was released by the Board.

As later made available, the report proved to be an eight-page set of "Findings of Fact" and "Conclusions" "As to Investigation of South Dakota State College." Among other things, the Board found that the selection by President Headley of the particular Chief Administrator for the Division of Agriculture had been "ill advised." In its findings with respect to Dr. Worzella, the Board stated that there was a definite cleavage

and clash of personalities . . . between Dr. W. W. Worzella, head of the Agronomy Department, . . . [the] Dean of the Division of Agriculture, and . . . [the] Director of Extension [on the one hand], with various other segments of the Division of Agriculture, and with their constituted administrative superiors of the college, in this: that as involved in the 1948-1951 and prior thereto controversy in the Division of Agriculture, Dr. W. W. Worzella was the main controversial issue, and the findings pertaining thereto show that he had admittedly engaged in activities incompatible and contrary to the best interest and welfare of State College.³

³It should be noted that Professor Worzella challenged this proposition in 1951, and that the Board at that time did find that he had not "cooperated fully" with the College administration, but made no other adverse finding; that it affirmatively made findings as to his "unusual ability" and the development of the Agronomy Department to a new place of distinction and service under his direction; and that it dismissed the charges against him. Also to be noted is that there was nothing in the letter of September 27, 1957, from the Board to Dr. Worzella to alert him to the fact that there was to be reopened at this time charges already passed upon and disposed of by the Board some seven years previously.

The Board further found

That in the Agronomy and Extension Departments, . . . there was exemplified an aggressive noncompliance attitude toward the Dean-Director system, to the extent that the same did not have a fair chance or opportunity to prove its value to the college and that in that respect, the heads of such departments, and those who participated in that attitude were guilty of insubordination.

The Board also stated

that the attitude of some of the staff members of the Agronomy Department and the Extension Agency, both in the college and in the field, as exemplified in their testimony and otherwise, is such that if such staff members and agents in the field cannot conscientiously subscribe to the higher constituted authority of the College in such a manner that harmony will exist for the benefit of the students of State College, that they should immediately seek employment elsewhere.

One of the conclusions reached by the Board was:

That the retention of Dr. W. W. Worzella as head of the Department of Agronomy is incompatible to the best interest and welfare of State College, its students, and the State of South Dakota as a whole, and that he should be summarily dismissed and relieved from all further duties as under his current contract; his compensation, however, to continue as therein provided during the remainder of this fiscal year.

The Procedure Followed by the Board of Regents in Dismissing Professor Worzella

In May of 1952, the Board of Regents approved a Statement of Tenure Policy for State College. This Statement, drawn with an obvious eye to the 1940 Statement of Principles on Academic Freedom and Tenure of this Association and the Association of American Colleges, provides that faculty members after three years shall be considered to hold permanent tenure. It further provides that, except for the case of reduction of staff forced by financial circumstances (which has no application to the instant investigation and report), the only basis for termination of such tenure is "dismissal for cause," which it defines to include:

- (a) Gross misconduct.
- (b) Permanently incapacitating mental and physical disability.
- (c) Willful neglect of duty which would impair good teaching, research or services, or endanger the health of students.
- (d) Failure without justifiable cause to perform the terms of his employment.

The Tenure Policy Statement proceeds to provide for academic due process by prescribing as follows:

- (e) Tenure Committee and Its Function.
 - (1) Committee:

- (a) To provide the machinery necessary for appropriate procedure in cases of dismissal, there shall be established a standing committee on Tenure and Academic Freedom (hereafter called the Tenure Committee) consisting of seven faculty members holding tenure, none of whom shall be an administrative officer. A department head shall not be regarded as an administrator within the meaning of this section. * * *

(2) Notification:

(a) Complaint

Except in cases of resignation or voluntary acceptance of change in employment status, charges against a faculty member shall be filed with the Committee by the President, who shall designate a person to present the charges before the Committee.

Upon receipt of the complaint, it shall be the duty of the Committee to cause the same to be served promptly upon the faculty member, by delivering to and leaving with him, personally, a copy of the complaint, or by mailing it to him at his last known place of residence. This letter should be sent by registered mail, with return receipt requested.

(b) Answer to Charges

The faculty member accused shall have twenty (20) days from the date of such notification in which to file an answer in writing with the Committee. The Chairman of the Committee, on written application filed with him, may grant an extension of ten (10) days for the filing of an answer.

(c) Notice of Hearing

Upon receipt of such answer the Committee shall fix a date for a hearing of the charges, and the accused shall be given a ten (10) days' notice of the time and place of the hearing by registered mail, return receipt requested. Upon default of the faculty member to file an answer, the Chairman shall so notify the President, and terminate the proceedings.

Among the provisions governing the actual conduct of the hearing are:

The person whose dismissal is sought shall be entitled to representation during his hearing by any person of his choice. He shall be confronted with witnesses against him, shall be entitled to be present at all sessions of the Committee when testimony is being presented, and shall have the right to call and examine witnesses and to produce relevant documents in his behalf, and to cross-examine witnesses, produced against him. Likewise, the person prosecuting the charges shall be entitled to be present during the progress of the hearing, call and examine witnesses, to produce relevant documents in support of the charges, and to cross-examine witnesses produced in behalf of the individual whose dismissal is sought.

A full stenographic record of the hearing shall be made and shall be available to all parties concerned.

Since the final decision must be made by the President of the Institution, it is desirable that the President sit with the Committee during the formal hearing as an auditor. He shall not be present during the deliberations of the Committee.

At the conclusion of the hearing the Committee shall deliberate upon its findings and make recommendations to the President. The recommendations together with the transcript of the testimony at the hearing shall be filed with the President. Copies of the findings and recommendations shall be transmitted to the accused and to the person prosecuting the charges.

The President will make the decision whether to recommend the dismissal of the person concerned to the Regents of Education.

The hearings and records of the hearings will be restricted to use by the parties immediately concerned.

It is notable that if dismissal is recommended by the President to the Board of Regents provision is made for a second hearing:

Appeal to Board of Regents.

The faculty member whose dismissal is recommended to the Regents of Education by the President of the institution may appeal for a hearing before the Regents of Education.

The procedures prescribed by the Tenure Policy Statement were not invoked by the Board of Regents with respect to Professor Worzella. Nor was any attempt made to adapt them to the circumstances of his case. No charges against Professor Worzella had been preferred by President Headley, and none was contemplated. Actually, as previously developed in this report, the first explicit notice Professor Worzella had that the Board of Regents was considering his dismissal was the notice sent from the office of the Acting President on January 11, 1958, notifying him of his discharge. After his discharge there was some informal discussion in the Faculty Association about the possibility of a hearing before the Tenure Committee of the Association. But the discharge was then an accomplished fact and represented action by the Regents themselves. In acting on the "Report" submitted by, and in connection with the resignation of, the Chief Administrator of the Division of Agriculture, the Board of Regents took, and have continued to subscribe to, the position that, as they were proceeding in the first instance, and not as a reviewing authority with respect to action instituted by the President of the College, the procedures prescribed by the Tenure Statement had and have no application.

In the litigation instituted by Professor Worzella, which culminated in the adverse decision by the Supreme

Court of South Dakota, the Circuit Court in its Findings of Fact found

That no notice was ever given to plaintiff of any hearing involving him, nor was any hearing had as called for and required by the Tenure Policy adopted by the Board of Regents and set forth in the defendant's proposed findings. Nor had there been any attempt to comply, or any compliance whatever with the requirements of such Tenure Policy in the case of the plaintiff.

In its conclusions of law, the Circuit Court held that:

Neither Notice or Hearing are [sic] enjoined by the law which imposes stewardship upon the Board under which they are responsible to the people of South Dakota for the wise and successful management of the educational institutions under its control.

Following the dismissal of Professor Worzella, the Faculty Association⁴ at the College sent to the Board of Regents a request that the Board advise the faculty how its action in the Worzella dismissal could be reconciled with the principles and procedure prescribed by the Board in its 1952 Statement of Tenure Policy. On March 10, 1958, in response to the Faculty Association communication, the Board of Regents adopted the following Resolution No. 14-1958:

WHEREAS, it appears it is now contended by certain persons employed in some of the institutions within the jurisdiction of the Board of Regents that the tenure policies heretofore approved by the Board of Regents as to the said institution is [sic] binding on them to the extent that no dismissal of such an employee can be effected without proceeding as provided in the said tenure policy applicable to such institutions, and

WHEREAS, it was intended that the said tenure policies should be applicable only to the internal administration⁵ of said institutions and that the same should not in any way curtail, abrogate, modify or delegate any of the powers granted and vested in the Board of Regents as provided in Section 3 of Article 14 of the State Constitution and SDC 15.0709, and

WHEREAS, by virtue of the foregoing there is no merit in said contention, and it is deemed expedient for purpose of clarification that there hereafter shall be no misunderstanding on the part of any employee of any institution coming within any of the tenure policies heretofore approved by the Board as to any institution within its jurisdiction.

⁴The Faculty Association consists of "all members of the faculty [exclusive of off-campus faculty], Experiment Station Staff, Extension Staff, and administration, with rank of instructor and above, or the equivalent and below the rank of dean."

⁵The *Faculty Handbook of State College*, which includes both the 1952 Statement on Tenure Policy and Resolution 14-1958, distinguishes, in its section on "Organization and Administration," between "A. Governing Board," and "B. Internal Administration," the latter having as subheadings references to the President, the Faculty, the Deans, and various other administrative personnel.

NOW, THEREFORE, BE IT RESOLVED, and it is hereby RESOLVED that the approval of any and all tenure policies heretofore approved by the Board be, and the same hereby is considered as having been and is approved subject to the following:

1. That said tenure policy shall in no way curtail, abrogate, modify or in any way delegate any of the powers granted and vested in the Board of Regents as provided in Section 3 of Article 14, of the Constitution of the State of South Dakota, and SDC 15.0709.
2. That said tenure policy shall be limited and applicable only to internal administration of each of the said institutions.
3. That as to each and all of said tenure policies, the Board of Regents shall retain original jurisdiction in any matters concerning said institutions as in their discretion is deemed advisable.
4. That so far as said tenure policy is concerned the Board of Regents shall act only in reference thereto as an appellate body.

The investigating committee was advised that by this Resolution, which is still in force, the Board of Regents asserted its prerogative to initiate its own dismissal proceedings against a faculty member in any institution subject to its jurisdiction, and to conduct such proceedings without regard to any of the procedures prescribed in its 1952 Statement of Tenure Policy, and quite apparently also those provided in the 1940 Statement of Principles on Academic Freedom and Tenure.

Conclusions on the Adequacy of the Procedure Followed By the Board in Connection with the Worzella Dismissal

To the extent that there were charges made against Professor Worzella, they were made in the 42-page "Report" of the resigning Chief Administrator of the Division of Agriculture, whose unification and coordination mission had failed. The "Report" was principally an attack on President Headley, and the charges against six subordinates were ancillary to that attack. Three of the seven "recommended" for discharge in the "Report" were scarcely mentioned otherwise. When the Regents by letter invited Professor Worzella to comment in writing on the charges made in the "Report," they did not specify which charges he personally should comment on. They did not advise him in that letter that they proposed to hold a hearing on the "Report." They did not, in that letter or later, advise him that they were considering seriously the recommendations of the "Report" that he be discharged. Nor did they advise him that they had any intention of taking, at least at that time, definitive action that would in any way be prejudicial to him and without giving him a full and adequate hearing and opportunity to defend himself against any charges that might be considered. As already stated, they simply indicated in

the letter that they were "starting" their investigation, and that, as a part of the investigation, they were inviting all of the persons named in the "Report," if they so desired, to make a statement in writing.

The Board's own past practice in 1951 indicated that any faculty member threatened with discharge would know that his discharge was the issue and would be accorded a full hearing on written charges submitted in advance. That practice had been codified by the Board in 1952 in its detailed Statement on Tenure Policy, which guaranteed written charges and two hearings (one before a faculty committee and one before the Regents) for a faculty member in jeopardy of dismissal. Under these circumstances, it was reasonable for Professor Worzella to conclude that consideration of the discharge of a faculty member was not the object of the wholly different kind of hearing held on the "Report." In short, that "hearing" could properly have been regarded as an "investigation" preliminary to determining whether more specific proceedings should follow.

It was in this setting that President Headley, still the Board's chief administrative officer for the College, advised Professor Worzella not to take the initiative in seeking an audience at the hearing on the "Report." It was in this setting that the Board of Regents did not advise Professor Worzella that his discharge was under serious consideration. Yet in fact the general hearing of November 14 and 15, 1957, on the "Report" was the only hearing to be held on the issue of whether he was to be discharged. So it was that the Board arrived at the decision to dismiss, without the benefit of weighing what Professor Worzella might have presented or developed in his own defense, by way of his own testimony, by way of testimony from the President of the College and others, or by way of cross-examination or rebuttal of witnesses or evidence against him.

It is true that the Board of Regents had a kind of "hearing." That general hearing on the "Report" fell substantially short, however, of the standards previously recognized by the Board itself. It disregarded, in any event, the prescription in the 1940 Statement of Principles that:

In all cases [involving termination for cause of a continuous appointment] where the facts are in dispute, the accused teacher should be informed before the hearing in writing of the charges against him and should have the opportunity to be heard in his own defense by all bodies that pass judgment upon his case. He should be permitted to have with him an adviser of his own choosing who may act as counsel.

Likewise ignored was the standard emphasized in the 1940 Statement of Principles, and recognized by the Board itself in its 1952 Statement on Tenure Policy, that termination for cause of a continuous appointment should, if possible, be considered by both a faculty committee and the governing board of the institution.

Findings on the Adequacy of the Grounds for Discharge

The investigating committee did not conduct the kind of hearing or investigation necessary to provide an adequate basis for disinterested judgment on the reasons for the failure of the 1954 reorganization of the Division of Agriculture. However, what the Committee's investigations do show is that whether and to what extent Professor Worzella was chargeable with having improperly opposed or developed opposition to the reorganization plan was decided by the Board of Regents without hearing Professor Worzella. When one side is not given an adequate opportunity to present its evidence there is a great danger, in any case, that justice will not be done.

Also, quite apart from the question of what might properly be considered "insubordination" to the Board (there being no complaint that he was insubordinate to the President, the chief administrative officer within the College), there is a basic question whether a demonstration of unsuitability for administrative assignments is in itself a sufficient ground for a termination of the appointment as a member of the faculty, as well as of the administrative assignment. If tenure is to have proper meaning, a teaching member of the faculty should not risk his position as such when he serves as head of his department. This should be true both as to the substantive bases and the procedural safeguards with respect to dismissal. The Board of Regents, in its findings and conclusions of January 10, 1958—wholly apart from its obvious failure to comply with accepted principles of academic due process—does not appear to have given consideration to this question. Disquieting as well was the Board's warning in connection with Professor Worzella's dismissal, that others in the Department of Agronomy

[who] cannot conscientiously subscribe to the higher constituted authority of the College in such a manner that harmony will exist . . . should immediately seek employment elsewhere.

Conclusion as to Adequacy of Grounds for Discharge

There is general agreement that Professor Worzella is a distinguished figure in the field of agronomy. A decision on the part of the Board of Regents that he could not be continued as Head of the Department of Agronomy on grounds of administrative incompatibility was not by itself an adequate basis for discharge from the faculty of the College. "Insubordination" of an established member of the faculty in the sense of opposition to an administrative reorganization is not a ground for his discharge as an instructor.

In this key respect, the Board of Regents did not attach sufficient importance to the concept of academic freedom and tenure. Their solution to a problem of clashing personalities involved in administration was simply to eliminate all of the people. President Headley had been removed by accidental death. The Chief Administrator

of the Division of Agriculture who failed in his mission had resigned. The Director of Extension Service was retired somewhat earlier than the usual practice. The director of the Experiment Station was granted a leave of absence without pay to take a foreign assignment. And Professor Worzella was discharged. Under the circumstances involved, to do more than relieve from administrative responsibility an established member of the teaching faculty is not consistent with meaningful recognition of academic freedom and tenure. Nor is it consistent with the long-range good of an academic institution. If the price of personal differences on matters of institutional policy is the extreme sanction of discharge from the teaching faculty, then the institution will perhaps be a peaceful place, but it will probably also be a sterile one.

Also, whatever the substantive merits or bases for the discharge, the Board by its action indicated a clearly inadequate appreciation of the key role of due process as a necessary requisite for the accomplishment of basic justice and fairness in result. It disregarded the meaning and vitality that due process gives to the substantive standards of academic freedom and tenure, without which the concept of freedom in research and teaching in a democratic society, and the expressions and attainment of the values and objectives of our institutions of higher learning, would be rendered meaningless or impossible. This failure, if not refusal, to respect and comply with the essential components of due process assumes a particularly meaningful coloration against the background of an obvious awareness of their significance. Such awareness is indicated by the history of the adoption of the 1952 Tenure Policy and by the communications made to the Board.

Conditions of Academic Freedom and Tenure Presently Prevailing at the College

There does not appear to be any threat to academic freedom and tenure at the College from within the College. President Briggs has indicated his sympathy with the generally accepted principles of academic freedom and tenure. His administration of the College, dating from 1958, has respected these principles. Likewise, it is to be noted that the Board of Regents has not sought to utilize the State Supreme Court decision to revoke or otherwise restrict the 1952 Tenure Policy insofar as it relates to the "internal" administration of State College.

Nonetheless there is concern on the part of many of the faculty about the state of academic freedom and tenure at their institution. That concern is based on the course of action followed by the Board of Regents in connection with the Worzella case and thereafter. As things now stand the Board of Regents has, on its own motion, singled out and discharged a member of the faculty without according him the procedural guarantees stipulated by the Board itself. In its action in that case,

and in its subsequent response to the Faculty Association of the College, the Board has made it clear that a faculty member who does not work for "harmony" or who becomes "controversial" is subject to discharge by the Board of Regents with no assurance of a hearing, or regard generally for accepted principles of due process. This repudiation of such principles in relation to proceedings initiated by the Board itself invites and carries with it the possibility also of a repudiation at any time of such principles with respect to proceedings otherwise initiated. Under these circumstances, academic freedom and tenure at the College lacks essential substance.

The Board of Regents is not required by the Constitution of South Dakota to reject generally accepted principles of academic freedom and tenure. The Supreme Court of the State did not decide it was so bound in the *Worzella* case. What the Court did decide is that responsibility for decent administration of the State's institutions of higher learning rests entirely on the Board of Regents, without the judicial safeguards traditional to our Anglo-American system of jurisprudence.

The Board of Regents assuredly has the authority, if it so desires, to promulgate and administer in practice an adequate system of academic freedom and tenure. It assuredly has the authority, if it so desires, to assist institutions of higher learning under its jurisdiction to meet their obligation to serve as bastions of intellectual freedom where the spirit of inquiry, and of legitimate dissent and disputation, can thrive. It assuredly has the authority, in regard to its own actions as well as those of the "internal" college administration, to respect the essential concepts of fairness and justice represented by the requirements of due process, that lie at the very core of the 1940 Statement of Principles, and that undergird, and represent the basic thrust of, our whole sense of law and good order in the community of higher education as well as in our society generally.

Until the Board of Regents itself subscribes to the principles of academic freedom and academic tenure, those generally accepted principles are not securely based in the State of South Dakota.

Willard H. Pedrick (Law), Northwestern University,
Chairman

J. G. Leach (Plant Pathology), West Virginia University
The Investigating Committee

Committee A on Academic Freedom and Tenure has by vote authorized publication of this report in the *AAUP Bulletin*:

David Fellman (Political Science), University of Wisconsin, *Chairman*.

Members: Robert B. Brode (Physics), University of California at Berkeley; Frances C. Brown (Chemistry), Duke University; Clark Byse (Law), Harvard University;

William P. Fidler (English), Washington Office; Ralph F. Fuchs (Law), Indiana University; Bentley Glass (Biology), The Johns Hopkins University; Louis Joughin (History), Washington Office; Harold W. Kuhn (Mathematics), Princeton University; Walter P. Metzger (His-

tory), Columbia University; Glenn R. Morrow (Philosophy), University of Pennsylvania; Paul Oberst (Law), University of Kentucky; C. Herman Pritchett (Political Science), University of Chicago; Warren Taylor (English), Oberlin College.

Forty-Seventh Annual Meeting

COMPLETED REPORT

A preliminary report on the Forty-seventh Annual Meeting held in the Statler Hilton Hotel, Boston, on April 21 and 22, 1961, was published in the Summer issue of the *Bulletin*. The Annual Meeting was attended by 368 registered delegates, members, and guests from 115 colleges and universities located in 44 states and the District of Columbia. Special guests included Professor J. H. Aitchison, President of the Canadian Association of University Teachers, and Dr. J. H. Stewart Reid, Executive Secretary of that Association. The address of welcome was delivered by Dr. Harold C. Case, President of Boston University, and the major address by the Honorable Sterling M. McMurrin, United States Commissioner of Education.

As is customary, the Council of the Association met on the Thursday and Sunday preceding and following the Annual Meeting. A record of the Council Meeting appears in this issue. President Fuchs presided at the meetings of the Council and at all regular sessions of the Annual Meeting. Mrs. Richard H. Shryock served as Parliamentarian. At the opening of the business portion of the program, the Meeting adopted the agenda as printed in the formal program and voted to submit the minutes of the Annual Meeting to the Executive Committee for its approval.

Other meetings held in conjunction with the Annual Meeting included meetings of Committee A on Academic Freedom and Tenure, April 18-19; Committee T on College and University Government, April 19-20; Committee D on Accrediting of Colleges and Universities, April 20; and the Assembly of State and Regional Conferences, April 20 and 23. A report by Committee C on College and University Teaching, Research, and Publication, and a report on the sessions of the Assembly of State and Regional Conferences appeared in the Summer issue of the *Bulletin*. Actions taken upon the recommendation of Committee A, Committee T, and the Resolutions Committee were reported in the same issue, as were full reports of Committee A and Committee Z. A report by Committee B on Professional Ethics appears elsewhere in this issue.

Report of the Committee on Professional Ethics, 1961

This Committee was reactivated in 1957, after a lapse of nearly 40 years. In its first report (*AAUP Bulletin*, Winter, 1958, p. 780) the Committee presented a brief, general statement of policy which in its opinion "should guide the professional conduct of college and university faculties." The statement was advanced as a basis for discussion of the issues of professional ethics, and in the hope that members of the Association would aid the Committee in its further deliberations by informing the Committee of their views. Very few comments were received.

The Committee's 1958 report also expressed the judgment that rather than seek to formulate a detailed code of professional ethics, the Committee should endeavor to develop a "common law" of professional responsibility by rendering decisions on such specific questions as might from time to time be brought to its attention by officers or members of the Association. Not many such questions have been presented.

A problem presented to the Committee, but not made the subject of a formal opinion, derived from the following resolution adopted by one of the chapters of the Association.

Whereas the widespread practice of taking profits from textbooks which a teacher requires his students to buy is ethically dubious and ought to be eliminated; and

Whereas a procedure for eliminating this practice generally would require study and widespread cooperation to bring about;

Therefore be it resolved: That this chapter urge upon the national organization an undertaking to study and consider promoting the elimination of this practice by suitable means.

The chapter transmitted a copy of the resolution to the General Secretary with the request that it be referred to an appropriate committee to determine "whether the ethical issue is sufficiently serious to merit consideration."

The Committee—to which the matter was referred—concluded that the practice of assigning coursebooks written by the teacher did not, on its face, present an ethical issue of sufficient significance to justify formal investigation. It was recognized that an unscrupulous teacher per-

haps could exploit his students in this fashion. But none of the members of the Committee knew of any such instance, and the Committee concluded that absent evidence of specific misdeeds, and in light of more pressing business, the problem did not merit further consideration at the time.

The Committee's attention was invited to two reported instances of unethical conduct by members of the profession. In one of the cases, the Committee was informed that a teacher, whose Ph.D. dissertation had been submitted but not finally approved, publicly identified himself on several occasions as the holder of the Ph.D. degree. In the other case, it was stated that a teacher knowingly participated in a rigged television program and that when asked about the program in a governmental inquiry, he first denied, but later admitted, it was rigged. There is no question in the Committee's mind nor can there be any question in the mind of any right-thinking person that teachers who engage in such activities are guilty of unprofessional conduct. The violations alleged being so clear and unmistakable, the Committee concluded there was no need for a formal ruling or interpretation to serve as a guide to members of the profession.

The fact that there have been so few requests for rulings concerning problems of professional ethics has given the Committee ground for reconsidering its previous decision that it should seek to develop a body of principles by rendering decisions on questions presented to it by interested members or officials of the Association. At the time of this writing, the Committee has not resolved this issue. But there is considerable sentiment for preparation of a general Statement of Professional Responsibilities which might be adopted by the Association. There is also sentiment for postponing such a general Statement until after the Committee has prepared statements of professional responsibility concerning particular issues or subjects.¹

¹Compare the "Statement on Recruitment and Resignation of Faculty Members" prepared by a joint Committee representing the Association of American Colleges and the American Association of University Professors, *AAUP Bulletin*, Spring, 1961 p. 48.

Another unresolved issue relates to the extremely difficult problem of sanctions: Does the teaching profession have a responsibility to act concerning unprofessional conduct by particular members of the profession, and, if so, in what manner? The Committee has begun consideration of this subject, but it has reached no conclusions.

The Committee solicits the views and comments of members of the Association. Is the 1958 Statement of Policy adequate? Should it be replaced or amended: Are there specific inquiries, other than those that have been considered, which Association members would like to direct to the Committee? Are there particular areas or subjects concerning which the Committee should prepare statements of professional responsibility? What about the

problem of sanctions?²

Clark Byse (Law), Harvard Law School, *Chairman*

Robert Heilman (English), University of Washington

H. Gordon Hullfish (Education), Ohio State University

Willis Moore (Philosophy), Southern Illinois University

Edwin O. Stene (Political Science), University of Kansas

Benjamin F. Wissler (Physics), Middlebury College

²Comments should be sent to the General Secretary, who will forward the material to the Chairman of the Committee.

Emeritus

I look gently through this window into nothing,
 knowing well many who have looked before
 and sat as I am sitting,
 wearily risen,
 and passed right through this very window
 (as though it were a door)
 into a field of mild opalescence.
 Kindly swallowed up by a pearly mist,
 they disappeared,
 dissolved in feelings of quaint friendliness
 by an airy solvent.
 There was no impact.
 There was no crash.
 There was no passion
 to track their going.
 Sitting thus, for a moment more at my side of the window,
 I remember them.
 I remember doing some little bits of what they left undone.
 And this is a comfort to me, if not to them.
 But who will do for me some of those many things,
 dusty and old-fashioned,
 curious,
 like bragging about Aristotle, once each year,
 beating Rousseau, occasionally,
 or chalking the word Truth on a scarred blackboard,
 using a capital 'T'?
 There are more of us on the far side of that window
 than on my side, now.
 It does not separate *was* from *to be* the way it used to;
 And I wonder if the future is not behind us all.

SIDNEY M. KAPLAN

The Ohio State University

Report of the 1961 Nominating Committee

The 1961 Nominating Committee herewith submits a list of nominees for President, First and Second Vice-President, and the ten Council members to be elected in 1961. Additional nominations may be made by petitions duly signed and filed in the office of the General Secretary not later than November 15, in accordance with Article V, Section 3 of the Constitution.

The Committee met in Washington on May 19 and 20. It is most grateful to the professional staff for assistance in preparing the preliminary data and to the General Secretary for his suggestion that the Committee meet in May in order that its proposals might be confirmed with the individuals involved before the inevitable summer scattering of the profession. Staff comments and memoranda were most helpful without unduly influencing the Committee's decisions. Once again the number of apparently strong candidates far exceeded the number of offices to be filled. Once again the Committee tried to balance academic fields, institutions, and classes of institutions to secure the strongest possible Council. Once again it wishes to repeat two suggestions made by previous Nominating Committees.

1. The Committee wishes to call the Council's attention to the immediate importance of equalizing District representation. Though any redistricting plan is subject to obvious objections, Association members, in their capacity as citizens, can hardly be very critical of rural overrepresentation in Congress and the various state legislatures as long as similar disparities exist in their own Council. Some of the current redistricting proposals contain so many anomalies—one proposed District would reach from Alaska to Iowa and another Pakistani-type District would annex Delaware and New Jersey to New England—that the Committee urges the Council not to lose sight of the advantages of Districts reasonably coterminous with "natural" regions. In those Districts which did not fall into this pattern, the Council might consider rotation among three nominating subdistricts.

2. Though standard professional reference works contain much information about proposed nominees, the Committee badly needs specific information about professional activities and personal qualities. Support by a Chapter or a Conference is important evidence. The Association needs the wise counsel which ought to accompany teaching ability, professional distinction, and Association leadership at all levels. Many of the names submitted

seem to have been more or less random suggestions by old friends, former students, or colleagues. The Committee urges all members to add additional information on the qualities which they believe entitle their nominees to serious consideration.

1961 Nominating Committee:

Theodore Ropp (History), Duke University, *Chairman*

Francis M. Boddy (Economics), University of Minnesota

Ian Campbell (Geology), California Institute of Technology

Ruth J. Dean (French), Mount Holyoke College

Joseph C. Pray (Political Science), University of Oklahoma

Nominees for National Offices, April, 1962–April, 1964

President

FRITZ MACHLUP, Economics, Princeton University

Born, 1902 (Austria). Came to United States, 1933; naturalized, 1940. Rer. Pol. Dr., University of Vienna, 1923; LL.D., Lawrence College, 1936. Lecturer, Volkshochschule, Vienna, 1929-33; Research Fellow, Rockefeller Foundation, 1933-35; Visiting Lecturer, Harvard University, 1934-35, (summer) 1936; Professor, University of Buffalo, 1935-47; Professor, The Johns Hopkins University, 1947-60; Professor, Princeton University, since 1960; Visiting Professor: Cornell University, 1937-38, Harvard University, 1938-39, Northwestern University, (summer) 1938, University of California, (summer) 1939, Stanford University, (summers) 1940, 1947, University of Michigan, (summer) 1941, American University, 1943-46, Columbia University, (summer) 1948, University of California (Los Angeles), (summer) 1949; Kyoto University, Japan, 1955. Chief, Division of Research and Statistics, Office of Alien Property Custodian, Washington, D.C., 1943-46. American Economic Association: member, Board of Editors, 1938-41, acting Managing Editor, 1944-45, Vice-President, 1956; Southern Economic Association: member, Executive Committee, since 1958, President, 1959-60, member: Royal Economic Society, Econometric Society; Phi Beta Kappa (honorary). Association member since 1939. Council member, 1957-60; Association First Vice-President, 1960-62; member, Committee Z on the Economic Status of the Profession, since 1957, and Committee Chairman, 1958-60.

First Vice-President

F. DOROTHY BETHURUM, English, Connecticut College

Born, 1897. B.A., 1919, and M.A., 1922, Vanderbilt University; Ph.D., Yale University, 1930. Instructor, Southwestern University, 1919-21; Randolph-Macon Woman's College: Instructor, 1922-24, Assistant Professor, 1924-25; Lawrence College: Associate Professor, 1927-29, Professor, 1929-40; Professor and Chairman of English Department, Connecticut College, since 1940. Member: Northeast Regional Committee for Selection of Ford Fellows, 1952-54; Alumni Board of Vanderbilt University, 1953-55; Nominating Committee of Phi Beta Kappa, 1959-61. Association member since 1930. Chapter Secretary, 1934-36, and President, 1948-51. Council member, 1956-59; member, Committee A investigating subcommittee, 1958.

Second Vice-President

BERNARD F. HALEY, Economics, Stanford University

Born, 1898. A.B., 1922, and A.M., 1923, Stanford University; A.M., 1926, and Ph.D., Harvard University, 1933. Stanford University: Instructor, Assistant Professor, Associate Professor, Professor, 1924-present, Executive Head of Department, 1931-41, 1945-48. U. S. Office of Price Administration, 1942-43; U. S. Department of State, 1943-45; Managing Editor, *American Economic Review*, since 1952. Association member since 1930. Chapter President, 1955-56; Chapter Executive Committee, 1955-58, 1959-60. Council member, 1958-61; Executive Committee, 1960-61; member: Committee Z, 1958-61, Committee T investigating subcommittee, 1959, Committee J since 1960.

Nominees for the Council, April, 1962-April, 1965¹

DISTRICT I

KINGSLEY DAVIS, Sociology, University of California

Born, 1908. A.B., 1930, and M.A., 1932, University of Texas; M.A., 1933, and Ph.D., 1936, Harvard University. Columbia University: Director, Bureau of Applied Social Research, 1949-51, Professor, 1951-55; University of California (Berkeley): Professor since 1955, Department Chairman since 1961, Chairman, International Population and Urban Research since 1956. U.S. Representative to the Population Commission of the United Nations, 1955-60; member, Executive Committee of Section K, American Association for the Advancement of Science, 1958-62; American Sociological Association: Executive Committee, 1950, 1954, First Vice-President, 1957, President, 1959; First Vice-President, 1957-58, and President-Elect, 1961, Population Association of America; American Editor, UNESCO's *Current Sociology*; Board of Editors, *Economic Development and Cultural Change*, *International Journal of Comparative Sociology*, *Population Review*.

¹Ten members to be elected, one from each of the ten geographical districts.

KRAMER J. ROHFLEISCH, History, San Diego State College

Born, 1911. A.B., 1933, M.A., 1935, and Ph.D., 1946, University of California (Berkeley). Instructor, Santa Ana Junior College, 1938-42; Assistant Professor, University of Chicago, 1946-47; San Diego State College: Associate Professor, 1947-50, Professor since 1950. Special Consultant, U.S. Army Air Force, 1946-50. Association member since 1953. Chapter President, 1956. Chairman, Regional Committee for Repeal of the Disclaimer Affidavit, 1961.

DISTRICT II

MARSHALL W. CRONYN, Chemistry, Reed College

Born, 1919. B.A., Reed College, 1940; Ph.D., University of Michigan, 1944. Research Associate, University of Michigan, 1944-46; University of California: Lecturer, 1946-48, Instructor, 1948-49, Assistant Professor, 1949-52; Reed College: Assistant Professor, 1952-56, Associate Professor, 1956-60, Professor since 1960. Association member since 1954. Chapter Chairman, 1959-60.

ROBERT B. HEILMAN, English, University of Washington

Born, 1906. A.B., Lafayette College, 1927; M.A., Ohio State University, 1930; M.A., 1931, and Ph.D., 1935, Harvard University. Teaching Fellow, Tufts College, 1927-28; Instructor, Ohio University, 1928-30; Instructor, University of Maine, 1931-33, 1934-35; Instructor to Professor, Louisiana State University, 1935-48; Professor and Department Executive Officer, University of Washington, since 1948. Association member since 1936. Chapter Secretary, 1938-40. Member, Nominating Committee, 1959, and Chairman, 1960; member, Committee B since 1960.

DISTRICT III

EDWARD C. BERRY, Bacteriology, South Dakota State College

Born, 1898. B. S., Central Missouri State Teachers College, 1925; M.A., University of Missouri, 1936; Ph.D., Washington University, 1941. High school teacher, Missouri and Colorado, 1924-32; Instructor, Central Missouri State Teachers College, 1932-35; South Dakota State College: Associate Professor, 1950-51, Professor since 1952, and Head of Department since 1955. Bacteriologist, E. I. Du Pont de Nemours Co., 1945-50; Chairman, Education Committee for the North Central Branch of the American Society for Microbiology, 1960-61; Delegate on Committee to Consider Tenure, Academic Freedom, and Contracts for academic personnel with the State Governor, 1958. Association member since 1951. Chapter offices: Secretary, 1954-55; Vice-President, 1955-56; President, 1956-57; Chairman, Committee on Organization of the State Conference, 1957; Representative to the South Dakota Conference, 1957-61. President, South Dakota Conference, 1960-61.

WILLIAM L. KOLB, Sociology, Carleton College

Born, 1916. B.A., Miami University (Ohio), 1938; M.A., 1939, and Ph.D., 1943, University of Wisconsin. Okla-

homa State University: Instructor, 1941-43, Assistant Professor, 1946; Tulane University: Assistant Professor, 1946-48; Associate Professor, 1948-51, Professor, 1951-59, Department Head, 1946-59, University Chairman of Sociology and Anthropology, 1954-57; Professor and Department Chairman, Carleton College, since 1959; Visiting Professor (summers): Northwestern University, 1949, University of North Carolina, 1955. Ensign and Lieutenant (j.g.), U. S. Naval Reserve, 1943-46. Member: Tulane Senate Committee on Academic Freedom, Tenure, and Responsibility, 1953-59; Committee on Freedom in Teaching, Research, and Publication of the Society for the Study of Social Problems, 1956-57; Board of Louisiana Civil Liberties Union, 1956-59; Board of the Urban League of Greater New Orleans, 1957-59. Association member since 1950. Chapter offices: President, 1951-52; Executive Committee member, 1952-53; President, 1961-62. Vice-President, Minnesota Conference, 1961-62.

DISTRICT IV

ROBERT W. McCULLOCH, Political Science, Western State College of Colorado

Born, 1910. A.B., Albion College, 1931; M.A., 1932, and Ph.D., 1934, University of Michigan. Instructor, University of Tampa, 1934-35; Monmouth College: Instructor, Assistant Professor, Associate Professor, 1935-45; Associate Professor, Oklahoma State University, 1945-47; Associate Professor and Professor, Western State College of Colorado, since 1947; Visiting lecturer, University of Southern California, 1959-60. Chairman, Executive and Steering Committees of the Institutional Goals Study of Western State College, 1961-62. Association member since 1936. Chapter offices: Secretary, 1936-38, 1948-49; Treasurer, 1947-48, 1957-58; Vice-President, 1949-50; President, 1950-51.

W. D. PADEN, English, University of Kansas

Born, 1903. Ph.B., 1925, M.A., 1929, and Ph.D., 1935, Yale University. Instructor, University of Tennessee, 1925-26; Instructor, Trinity College (Hartford), 1929-31; Instructor, Yale University, 1935-36; University of Kansas: Instructor, 1936-38, Assistant Professor, 1938-45, Associate Professor, 1945-51, Professor since 1951. Association member since 1937. Chapter Secretary-Treasurer, 1946-52, 1953-55, and President, 1956, 1957-58. Secretary-Treasurer, Southwest Regional Conference, 1956-57.

DISTRICT V

WILLIAM J. KILGORE, Philosophy, Baylor University

Born, 1917. A.B., Baylor University, 1938; Ph.D., University of Texas, 1958; University of Buenos Aires, 1945; Columbia University, 1949. Professor, Buenos Aires International Seminary, 1944-49; Baylor University: Professor since 1949, Department Chairman since 1959. Vice-President, Texas Commission on Race Relations, 1954-56; Vice-President, Texas Council on Human Re-

lations, 1956-60; President, Waco Council on Human Relations, 1958-59; President, Council of Waco Brotherhood, 1958-61; Regional Consultant, American Friends Service Committee, 1958-61. Association member since 1950. Chapter Vice-President, 1959-60, and President, 1960-61. Vice-President, 1960-61, and President, 1961, Southwest Region.

JACK B. SCROGGS, History, North Texas State University

Born, 1919. B.A., 1947, and M.A., 1948, University of Arkansas; Ph.D., University of North Carolina, 1951. Instructor, University of North Carolina, 1948-50; North Texas State University: Assistant Professor, 1950-54, Associate Professor, 1954-56, Professor since 1956. Private, 1st Lieutenant, U.S. Army, 1941-46. Chapter President, Texas Association of College Teachers, 1960-61, and member of that Association's State Policy Committee, 1960-61. Association member since 1957. Chapter offices: Vice-President, 1957-58; President, 1958-59; member, Executive Council, 1959-60.

DISTRICT VI

WILLARD H. PEDRICK, Law, Northwestern University

Born, 1914. B.A., Parsons College, 1936; J.D., Northwestern University, 1939. Instructor, University of Cincinnati, 1940-41; Assistant Professor, University of Texas, 1941-42; Northwestern University: Associate Professor, 1946-47, Professor since 1948; Fulbright Professor, University of Western Australia, 1956-57. Law Clerk, Court of Appeals, District of Columbia, 1939-40; Special Assistant to the Attorney General, U.S. Department of Justice, 1942-43; Attorney-Consultant, U.S. Office of Economic Stabilization, 1943-44; 1st Lieutenant, U.S. Marine Corps, 1944-46. Chairman, Northwestern University Faculty Committee on Retirement Policy, 1954; Chairman, Policy Committee, Law School Admission Test, 1955. Association member since 1946. Chapter Vice-President, 1954-55, 1959, and Acting President, 1959-60. Member: Committee A investigating subcommittee, 1960-61; Subcommittee Z-2 on Taxation, 1958-59.

VICTOR E. SMITH, Economics, Michigan State University

Born, 1914. A.B., 1935, and M.A., 1936, Michigan State College; Ph.D., Northwestern University, 1940. Instructor, Northwestern University, 1940-42; Assistant Professor, Yale University, 1942-44; Assistant Professor, Wellesley College, 1944-47; Assistant Professor, Brown University, 1947-48; Associate Professor, Michigan State College, 1948-53; Professor, Michigan State University, since 1953. Association member since 1941. Chapter Vice-President, 1956-57, and President, 1957-58.

DISTRICT VII

LEROY P. GRAF, History, University of Tennessee

Born, 1915. A.B., Oberlin, 1936. M.A., 1937, and Ph.D., 1942, Harvard University. Instructor and Tutor, Harvard and Radcliffe, 1942-43; Instructor, Tufts College, 1943-44; Instructor, Ohio State University, 1944-45; University of Tennessee: Associate Professor, 1945-50, Professor

since 1950; Visiting Professor (summers): Tufts College, 1947, University of Houston, 1956, Vanderbilt University, 1960. President, Fellowship House of Knoxville, 1956; Council Member-at-Large, Southern Humanities Conference, 1961. Association member since 1944. Chapter President, 1950-51.

C. DALLAS SANDS, Law, University of Alabama

Born, 1916. A.B., 1939, and LL.B., 1941, Indiana University; LL.M., Columbia University, 1950. University of Alabama: Assistant Professor, 1946-49, Associate Professor, 1949-52, Professor, 1952-54, and since 1956; Professor, Rutgers University, 1954-56. Member, Committee on Academic Freedom and Tenure, Association of American Law Schools, since 1959. Association member since 1948. Chapter President, 1958-59. President, Alabama Conference, 1958-59. Member, Governing Board, Academic Freedom Fund, 1960-63.

DISTRICT VIII

L. HALL SWAIN, Speech and English, North Carolina State College of Agriculture and Engineering

Born, 1906. A.B., 1928, and A.M., 1932, Duke University; Cornell University, 1936, 1937. Assistant Principal and Principal, North Carolina Public Schools, 1928-31, 1934-36; Assistant Professor, Sioux Falls College, 1932-34; Assistant Professor, Furman University, 1936-45; Instructor, Duke University, 1945-46; North Carolina State College of Agriculture and Engineering: Assistant Professor, 1946-53, Associate Professor since 1954. Member: Committee on Standards and Evaluation, Southern Speech Association, 1951-53; Committee on Professional Ethics and Standards, Speech Association of America, 1961-63. Association member since 1939. Chapter offices: Secretary, 1939-40, 1953-55; Vice-President, 1940-41, 1955-56; President, 1956-57; member, Executive Committee, 1939-44, 1951-60. North Carolina Conference: President 1957-59, member, Executive Committee, 1959-61. Member, Committee on State and Regional Organizations.

A. EARL WALKER, Medicine, The Johns Hopkins University

Born, 1907. A.B., 1926, and M.D., 1930, University of Alberta. University of Chicago: Instructor, 1937-39, Assistant Professor, 1940-42, Associate Professor, 1942-45, Professor, 1946-47; Professor, The Johns Hopkins University, since 1947. Association member since 1950. Chairman, Committee T investigating subcommittee, 1960.

DISTRICT IX

BEATRICE G. KONHEIM, Physiology, Hunter College

Born, 1909. B.A., Hunter College, 1929; M.A., 1931, and Ph.D., 1939, Columbia University. Hunter College: Tutor, 1929-31, Instructor, 1931-42, Assistant Professor, 1942-52, Associate Professor, 1952-57, Professor since 1957. Member, National Committee on Academic Freedom, American Civil Liberties Union, since 1959; Senior Participant, 1954-55, and Director, 1955-56, Ford Seminar on College Teaching at Hunter College; Delegate: National Commission on Teacher Education and Professional Standards, 1959, Commission on Cooperation in

Teacher Education, American Council on Education, 1960; member, Panel of Judges for Grants and Scholarships, AAAS and NSF, 1959-60, 1960-61; Chairman, Judges for College Scholarships, International Nickle Corporation, 1955-61; President, Instructors' Association, Hunter College, 1940-42. Association member since 1940. Chapter Vice-President, 1955-57, and President, 1957-59. Delegate, 1955-58, and President, 1958-59, Joint Executive Committee of Four Municipal College Chapters.

MILTON R. KONVITZ, Labor Relations and Law, Cornell University

Born, 1908. B.S., 1928, M.A., 1930, and J.D., 1930, New York University; Ph.D., Cornell University, 1933; Litt. D., Rutgers University, 1954. Lecturer, New York University, 1938-46; Lecturer, New School for Social Research, 1944-46; Professor, Cornell University, since 1946; Institute for Advanced Study, 1959-60. General Counsel, Newark Housing Authority, 1938-43, N. J. State Housing Authority, 1943-46; Public Representative, National War Labor Board and Wage Stabilization Board, 1943-46, 1952-53. Staff Attorney, American Civil Liberties Union 1943, and member, Advisory Committee to ACLU Committee on Academic Freedom, since 1950; Assistant General Counsel, National Association for the Advancement of Colored People, 1943-46, and member, National Legal Committee of NAACP, since 1946; Director, Workers Defense League, since 1959; Secretary-Treasurer, Institute for Unity of Science, since 1948; member, New York State Advisory Committee to Federal Civil Rights Commission. Association member since 1939.

DISTRICT X

S. EDWARD FLYNN, Romance Languages, College of Holy Cross

Born, 1909. A.B., Boston College, 1930; A.M., 1933, and Ph.D., 1936, Fordham University; Maestro de Bellas Artes, Universidad de Guanajuato (Mexico), 1959. Instructor, Brooklyn Preparatory School, 1930-40; Professor, College of the Holy Cross, since 1940; Visiting Professor, Assumption College, 1960-61. U.S. Army Intelligence, 1942-45. Association member since 1946. Chapter Secretary, 1951-52, and President, 1960-61.

PHILIP E. TAYLOR, Economics, University of Connecticut

Born, 1908. B.A., Doane College, 1928; Ph.D., Yale University, 1934. Instructor and Assistant Professor, Trinity College, 1932-42; Lecturer, Amherst College, 1946; University of Connecticut: Associate Professor, 1946-49, Professor since 1949, Department Chairman since 1954. Price Economist, Office of Price Administration, 1942-43; U. S. Navy, 1943-46; Public Representative, special commissions on unemployment compensation, health resources, highway financing, State of Connecticut, 1949, 1951, 1953; Fiscal Adviser to Iran, Foreign Operations Administration and International Cooperation Administration, 1954, 1956; Senior Staff, President's Council of Economic Advisers, 1956-57, consultant 1957-58; Fiscal Adviser to Jordan, Ford Foundation, 1959-60. Association member since 1936. Chapter offices: Vice-President, 1952-53, President, 1953.

Record of Council Meeting

Boston, Massachusetts, April 20 and 23, 1961

The Council met at the Statler Hilton Hotel, Boston, Massachusetts, on April 20 and 23, 1961, with President Ralph F. Fuchs presiding.

President Fuchs announced the death of Professor Lawrence E. Bretsch, University of Rhode Island, whose term as a Council member was to expire with the close of the present Council meeting. It was voted that Professor Lawrence G. Hines, Dartmouth College, whose term as a Council member was to begin with the close of the present Council meeting, be appointed to fill the vacancy on the Council resulting from the death of Professor Bretsch.

President Fuchs introduced the members of the Council who were attending their first meeting. All members of the Council were present at one or more sessions except Professors William E. Britton, Phillip H. DeLacy, C. Herman Pritchett, Henry H. H. Remak, and James A. Storing. Also present were Mrs. Richard H. Shryock, Parliamentarian for the Forty-seventh Annual Meeting, and, from the Washington Office, Miss Peggy Heim, Messrs. Bertram H. Davis, Louis Joughin, Warren C. Middleton, Herman I. Orentlicher, and Robert Van Waes. Professors Reginald F. Arragon, William J. Baumol, John W. Caughey, Ferrel Heady, and Warren Taylor appeared before the Council to present committee reports.

Report by the General Secretary

The General Secretary, William P. Fidler, read a report dealing with the following areas of academic concern to which the Association has recently addressed itself, as time and opportunity have permitted:

1. *Objectionable Types of State Legislation.* The Washington Office has sought advice from chapter officers and legal advisers with respect to actions which might prove effective in defeating certain proposed legislation or in repealing existing statutes which are widely considered to be inimical to the interests of higher education. Among such proposed or enacted state legislation reported to the Washington Office in recent months are (1) a bill requiring all teachers to sign an oath acknowledging the existence of a Supreme Being; (2) a bill similar to the disclaimer affidavit in the National Defense Education Act of 1958, and requiring teachers at tax-supported institutions in the state to file; and (3) a law requiring the screening of all state employees, including teachers at state-supported colleges and universities, apparently for

the purpose of eliminating those who support views contrary to local opinion and statutes. With respect to existing state laws of this nature, Mr. Fidler suggested that the Association might choose several objectionable ones for initial attack, and, with the recognition that the spokesmen in such campaigns should be local individuals, it might then attempt to enlist the interest of appropriate state and regional conferences of the Association, with advice and assistance from the Association's Special Committee on State Anti-Subversive Legislation, from Committee A, and from the Washington Office.

2. *Academic Problems Arising from the Desegregation Issue.* Concerning this matter, Mr. Fidler stated: "The exact nature of the role the Association should assume in this historic struggle is not clear or precise to most of us who have examined the issue closely, and possibly our traditional case-by-case approach, as complaints are received, is the one which we perform most ably. There are some among us, however, who think that we should take a more aggressive position in questions of broad public policy affecting higher education directly." Committee A recommended, at its fall meeting in 1960, that the Washington Office attempt to find an experienced writer who would be willing to spend several weeks in the South at Association expense, gathering material regarding academic problems arising from the desegregation issue, with a view of publishing an article directed primarily to the general public. When the General Secretary finds the writer to carry out this assignment, he will submit a proposal, with an estimate of costs, to the Council's Executive Committee for approval.

3. *The Licensing of Teachers, Including College and University Professors in Public and Private Institutions.* Such a proposal has recently been set forth in a pamphlet entitled *New Horizons*, published by the National Commission on Teacher Education and Professional Standards, an agency of the National Education Association. Mr. Fidler expressed his opposition to the proposal, and requested Council members to send him their comments with regard to the manner in which the Association should react to it.

Committee A on Academic Freedom and Tenure

Professor David Fellman reported for Committee A, of which he is Chairman. (See *AAUP Bulletin*, Summer, 1961, pp. 135-144.)

The Council voted its approval of Committee A's adopted resolution declaring the Committee's belief that the Administration of the University of Arkansas should offer reinstatement immediately to the four professors who were discharged as a result of Act 10, and that it should support their claims to back pay.

The Council approved the recommendations of Committee A regarding censure to be presented to the Forty-seventh Annual Meeting; the statements carrying these recommendations appear in the *AAUP Bulletin*, Summer, 1961, pp. 141-144.

Statement on Recruitment and Resignation of Faculty Members

Mr. Fidler brought up for discussion the "Statement on Recruitment and Resignation of Faculty Members," which the Association of American Colleges had adopted, subject to the addition of an explanatory "Preamble," at its Annual Meeting in January, 1961.

It was voted that, in view of the reservations in the adoption of the Statement by the Association of American Colleges, the Council approve the Statement without adopting it as a binding obligation.

Committee F on Membership and Dues

Mr. Robert Van Waes reviewed the present efforts in the Washington Office to increase the membership of the Association. He reported that, as of April 14, 1961, the Association had a membership of 46,283. During the present calendar year, 3776 new members have been added, and 645 former members have been reinstated.

In reporting for Committee F, Mr. Van Waes stated that the dues income of the Association has steadily increased in recent years. In 1958, it was \$269,453; in 1959, \$291,760; in 1960, \$306,125. It is estimated that income from dues will approximate \$335,000 in 1961. Even with these substantial increases, however, a greatly expanded national program resulted in a deficit of \$11,625 in 1960, and it has been estimated that the deficit for 1961 will approximate \$22,000.

It was voted to approve the following recommendation of Committee F regarding dues adjustment:

That, beginning January 1, 1962, the dues for Active members be increased to \$10.00. Dues for Active members whose full-time base salaries for the normal academic year amount to less than \$6000 would remain unchanged (\$8.00).

Committee Z on the Economic Status of the Profession

Professor William J. Baumol, Chairman of Committee Z, outlined the activities of the Committee and the problems faced by it during the past year. He placed particular emphasis on the Committee's relations with reporting institutions, on proposals for modification of the compensation survey, and on the operations of the survey itself.

Relations with Reporting Institutions. Two main developments occurred during the year. First, in October, the Pennsylvania Association of Colleges and Universities, an organization composed primarily of college presidents, passed a set of resolutions calling upon member institutions to submit data for the compensation survey but to withhold authorization to publish. In addition, the PACU informed major educational associations of their policy and suggested that they take whatever action they deemed appropriate.

The second development in the Committee's relations with reporting institutions involved a conference with educational organizations. When the Association launched its self-grading salary program in 1957, it approached one of the national educational organizations with the suggestion that the project be made a joint venture. It received friendly advice to defer an official invitation for a cooperative enterprise until it had had some experience with the operation of the program. In June of 1960, Committee Z approached several educational organizations with the suggestion that a conference be held to discuss ways for improving the effectiveness of the salary grading program. The response was discouraging, and Committee Z postponed the conference. Finally, however, on February 23, 1961, a meeting was held with representatives or observers from five educational associations. Partly as a result of this conference, several changes were proposed for the 1960-61 analyses of data and for future surveys (these changes are discussed in the Report of Committee Z in the Summer, 1961, *AAUP Bulletin*, pp. 103-104). A second conference with representatives from the Association of American Colleges is being arranged for next fall.

Operation of the Survey. Expansion in the number of reports and the increase in the number of statistical analyses which will be made necessitate the employment of additional part-time staff, including a statistical associate and some additional time of IBM operators. The budget for this program will probably be between \$3900 and \$4000.

Professor Baumol discussed other activities of Committee Z, including the recommendation of Subcommittee Z-2 on Taxation that the Association support financially the test case of Professor Mary Lebow on the deductibility of educational expenses incurred in completing the doctorate after she had already established herself as a member of the academic profession. This case has the merit of an appeal to the District Court for a tax refund and would therefore take less time for a decision than a case in which a refund was not an issue. The Council voted to authorize the funds for support of the case.

Professor Baumol also described the proposed study of Subcommittee Z-5 on the financing of publicly and privately controlled institutions, including their revenues and opportunities for economies.

Committee T on College and University Government

Professor Ferrel Heady reviewed the work of Committee T, of which he is Chairman. The following is a summary of his report and Council action:

1. Looking to the future, the Committee has made the following plans: to prepare a compilation of case reports on how certain faculties have dealt with specific problems, such as participation in the selection of a new president, organization of a faculty senate, etc.; to prepare a handbook descriptive of successful faculty participation in college and university government for various types of institutions; to provide consultative service to faculties on request.

2. During the past year, the main developments in the Committee T area have been investigations at Monmouth College (New Jersey) and the University of Miami, with reports published in the Spring, 1961, *AAUP Bulletin*.

On the recommendation of Committee T, the Council approved resolutions relating to Monmouth College and the University of Miami. (These resolutions, which were adopted by the Forty-seventh Annual Meeting, appear in the *AAUP Bulletin*, Summer, 1961, pp. 166-167.)

3. Of the 150 chapters submitting comments to the Washington Office on Committee T's tentative "Statement of Principles," which appeared in the Summer, 1960, *AAUP Bulletin*, 110 favored the issuance of the Statement in virtually that form. Many chapters offered suggestions for improvement of the document—some minor, some substantial.

On the recommendation of Committee T, the Council approved a resolution relating to the "Statement of Principles." (The resolution, which was adopted by the Forty-seventh Annual Meeting, appears in the *AAUP Bulletin*, Summer, 1961, p. 166.)

Committee R on Relationships of Higher Education to Federal and State Governments

Professor John W. Caughey, Chairman of the Committee, suggested that the Washington Office send letters to the officers of the Association's chapters and conferences, urging them to oppose the disclaimer affidavit requirement of the National Defense Education Act of 1958; and he commended the General Secretary for his willingness to continue to testify against the requirement at legislative hearings.

He stated that it was the hope of the Committee that the Association would stand firmly against any policy of extending federal aid to higher education that would destroy or seriously weaken the American commitment to separation of church and state.

Following discussion of the church-state issue, the Council voted to request its members to submit their views on the issue to Committee R. It was also voted that Committee R be urged to seek advice from those mem-

bers of the Association who might be thought to have important views on the church-state issue as it concerns legislation affecting education.

Appointments to the Executive Committee

The Council approved the reappointment by President Fuchs of the following members to the Executive Committee: Fritz Machlup, Robert B. Brode, Bentley Glass, Richard P. Adams, William P. Fidler, and himself. He stated that he would, at a later time, seek the consent of the Council with reference to an appointment to the Executive Committee to fill the vacancy left by the expiration of the term of Bernard F. Haley.

Committee O on Organization and Policy

On behalf of Committee O, Professor Warren Taylor, Chairman, recommended the concurrence of the Council in the following proposed amendments to the Constitution of the Association:

Article III, Item 3

Proposed amendment: Add a final sentence:

He [the President] shall also be an *ex officio* member of the governing bodies of all regional conferences.

The proposed amendment was adopted with the substitution of "a non-voting" for "an" in front of "*ex officio*," and with the deletion of "regional."

Article III, Item 4

Proposed amendment: Add a final sentence:

He [the General Secretary] shall be an *ex officio* member of the governing bodies of all regional conferences.

The proposed amendment was adopted with the substitution of "a non-voting" for "an" in front of "*ex officio*," and with the deletion of "regional." It was voted that the adopted amendment be inserted in front of the last sentence of Article III, Item 4 as it now stands.

Article IV, Item 3

Proposed amendment: Add a final sentence:

He [each member of the Council] shall be an *ex officio* member of the governing committees of those conferences.

The proposed amendment was adopted with the substitution of "a non-voting" for "an" in front of "*ex officio*."

Article VII, Item 1

Proposed amendment: Insert in the third sentence:

"from its Active members." *The amended reading:* Each chapter shall elect, from its Active members, at least biennially, a President, a Secretary, and a Treasurer (or Secretary-Treasurer), and such other officers as the chapter may determine.

The proposed amendment was adopted.

Article VIII

Proposed amendment: Add a final sentence:

Formal recommendations on the purposes, structure, and work of the Association from conferences and assemblies

of conferences shall go directly to the Council for consideration and possible transmission to meetings of the Association.

It was voted that the proposed amendment be tabled until the next meeting of the Council.

Committee O recommended that the Council adopt the following arrangement for liaison between the Council and the Assembly of State and Regional Conferences:

That the Chairman of the Assembly of State and Regional Conferences be invited by the Council to sit as a non-voting member at its meetings, as staff associates, and, on occasion, chairmen of committees of the Association now do.

The recommendation was adopted with the substitution of "guest" for "member" after "non-voting," and with the substitution of "are" for "do" as the last word of the sentence.

Committee O proposed a plan for redistricting into nine districts. It was voted that the proposal be tabled until the next meeting of the Council.

Committee E on Establishment and Conduct of Chapters

Mr. Van Waes, in reporting for Committee E, stated: (a) During 1960, approximately 40 new chapters were established. (b) Since January 1, 1961, 25 new chapters have been reported; the goal for the year is 100 new chapters. (c) The total number of chapters to date is 657, few of which are without officers or in an inactive state.

Fiscal Matters

Professor Frederick C. Kurtz reported, as Treasurer of the Association, on the financial condition of the Association as of April 4, 1961; and he reported, as a member of Committee I on Investments, for the Committee. The Council approved the annual audit of the Association's financial records for 1960.

Committee C on College and University Teaching, Research, and Publication

Professor Reginald F. Arragon, Chairman of the Committee, reported on the following matters:

1. The Committee is presently seeking information from selected faculty members who have taught college courses wholly or principally by television. The information will help to identify practices in initiating, conducting, and evaluating such instruction; it should also reveal how experienced persons regard this type of teaching. The Committee's major purpose in gathering this information is to explore the need for broad policy statements relating to faculty rights and responsibilities in the use of this new medium. The Committee hopes to publish the results of the survey.

2. Professor Arragon presented for the consideration of the Council the Committee's report concerning policy on

educational television. Following discussion, it was voted to authorize the editor of the *AAUP Bulletin* to publish the report as the recommendation of Committee C (see Summer, 1961, issue, p. 145).

3. Professor Arragon stated that individual members of Committee C have been assigned the following problems for study, with reports to be submitted to the Committee: work loads, criteria for promotion, sabbatical leaves, recruitment of college students into the teaching profession, and the image of teaching as a profession by college students.

The Assembly of State and Regional Conferences

Mr. Van Waes reported as follows on the activities of state and regional conferences:

1. Three new conferences were organized in 1960; the goal for 1961 is ten. Prospects appear to be especially good for organizing conferences in Colorado, Connecticut, Louisiana, Massachusetts, and New Jersey.

2. Forty-five persons attended at least one of the two meetings of the Council of State and Regional Conferences, held in conjunction with the present Annual Meeting.

3. The results of the meeting were: (a) The name of the Council was changed to Assembly; the names of the officers were changed from President and Vice President to Chairman and Vice Chairman, respectively. (b) The Assembly elected these officers: Donald Koster (English), Adelphi College, Chairman; James K. Neill (English), The Catholic University of America, Vice Chairman. (c) Dues of each conference were raised to \$15 or 15 per cent of its annual gross income, whichever is less. (d) The Association was requested to underwrite the cost of publication and distribution of the *AAUP Reporter*, the organ of the Assembly. (e) The Executive Committee of the Assembly was directed to consider the advisability of requesting the Association to provide conference delegates travel subsidy assistance to attend meetings of the Assembly. (f) A by-law establishing a standing Committee on New Conferences was adopted.

Progress Reports of Other Committees

1. Mr. Louis Joughin presented, and commented on briefly, the report of Committee B on Professional Ethics, copies of which had been prepared for distribution by the Committee's Chairman, Professor Clark Byse, whose presence at the Council meeting was prevented by illness.

It was voted to publish the report without the appendices in the *AAUP Bulletin*. (See elsewhere in this issue.)

2. On behalf of Committee D on Accrediting of Colleges and Universities, Professor Richard P. Adams presented the following resolutions, which the Council adopted:

I

The American Association of University Professors favors the strengthening of standards of graduate prepara-

tion of future college and university professors and welcomes initiatives by various institutions and groups, including the regional accrediting associations, to contribute to this objective. It views with concern, however, the proposal that each state establish a professional standards board and a commission on preparation of college teachers with power to issue and revoke licenses of individual teachers at public and private institutions of higher education. We are disturbed, therefore, about the direction apparently taken by the preliminary recommendations of the National Commission on Teacher Education and Professional Standards of the National Education Association.

II

The Council commends the National Commission on Accrediting for placing in perspective the many problems of accrediting and evaluation, and for its reasoned, patient, and persistent dealing with them. To the many and sometimes conflicting interests of the numerous accrediting agencies, the National Commission on Accrediting has brought a leadership which affords the promise of coordinated effort, and which should be instrumental in protecting the independence and integrity of higher education. The American Association of University Professors has welcomed the opportunity for its representatives to exchange information and opinion with representatives

of the National Commission on Accrediting and hopes that these exchanges will continue.

3. In reporting for Committee G on the International Association of University Professors and Lecturers, Mr. Bertram H. Davis stated that Professor Fuchs and other professors from the United States plan to attend the 1961 summer meeting, in London, of that Association.

4. In reporting for Committee H on the History of the Association, Mr. Fidler stated that Professor Walter P. Metzger has made excellent progress on the history of the Association which he is in the process of writing. He is currently on sabbatical leave from Columbia University and is devoting full time to the project. Professor Metzger hopes to publish a paper on the early history of the Association in a forthcoming issue of the *AAUP Bulletin*. (See elsewhere in this issue)

The 1962 and 1963 Annual Meetings

President Fuchs announced that the Forty-eighth Annual Meeting will be held in the Morrison Hotel, Chicago, on April 27-28, 1962. He stated that it is the recommendation of the Executive Committee that the Forty-ninth Annual Meeting be held in San Francisco. The Council concurred in this recommendation.

ERRATA

The following corrections should be made in "The Economic Status of the Profession, 1960-61: Annual Report by Committee Z," which appeared in the Summer, 1961, issue of the *Bulletin*:

Page 108. TABLE 11—*Institutions with Relatively High Grades of Compensation Scales*

C Average, B Minimum: Add Trinity College

C Average, C Minimum: Substitute Connecticut College for the University of Connecticut; add Syracuse University, Syracuse University (Utica Branch), Temple University, and Tufts University

Page 110. TABLE 14—*Institutions with Average Compensations of \$8,500 and Above*

\$8,500—\$8,999: Add Iliff School of Theology

Page 116. California, Associated Colleges at Claremont: remove footnote #2; add "Report submitted too late for inclusion in statistical analyses."

Page 119. Southern Illinois University (Carbondale): Data includes Alton and East St. Louis centers.

Page 125. New York, Pace College: Average Compensation per Full-time Student Equivalent should read: Full-time Faculty, \$172; All Faculty, \$222.

Page 126. North Carolina, University of North Carolina at Chapel Hill: remove *; add "Report submitted too late for inclusion in statistical analyses."

Disclaimer Affidavit: Non-Participating and Disapproving Colleges and Universities

List of Institutions of Higher Education Which on Officially Stated Grounds Have Refused to Participate in or Have Withdrawn, in Whole or in Part, from the NDEA Program Because of the Disclaimer Affidavit (as of August 1, 1961)

Amherst College (Mass.)	Colby College (Maine)	Newton College of the Sacred Heart (Mass.)	Smith College (Mass.)
Antioch College (Ohio)	Colby Junior College (N.H.)	Oberlin College (Ohio)	Swarthmore College (Pa.)
Barnard College (N.Y.)	Goucher College (Md.)	Princeton University (N.J.)	Vassar College (N.Y.)
Beloit College (Wis.)	Grinnell College (Iowa)	Radcliffe College (Mass.)	Wellesley College (Mass.)
Bennington College (Vt.)	Harvard University (Mass.)	Reed College (Ore.)	Wesleyan University (Conn.)
Brandeis University (Mass.)	Haverford College (Pa.)	St. John's College (Md.)	Wilmington College (Ohio)
Bryn Mawr College (Pa.)	Mills College (Calif.)	Sarah Lawrence College (N.Y.)	Yale University (Conn.)
University of Chicago (Ill.)	Mount Holyoke College (Mass.)		

List of Institutions of Higher Education Whose Presidents or Boards Have Publicly Stated Their Disapproval of the Disclaimer Affidavit Requirement (August 1, 1961)¹

Adelphi College (N.Y.)	Eastern Michigan University	University of Missouri	St. John's College (Md.)
Allegheny College (Pa.)	Eastern Oregon College	Mount Holyoke College (Mass.)	St. Louis University (Mo.)
Amherst College (Mass.)	Eastern Washington College of Education	University of New Hampshire	Sarah Lawrence College (N.Y.)
Antioch College (Ohio)	Fairleigh Dickinson University (N.J.)	Newton College of the Sacred Heart (Mass.)	Seton Hill College (Pa.)
Bard College (N.Y.)	Ferris Institute (Mich.)	College of the City of New York	Simmons College (Mass.)
Barnard College (N.Y.)	Florida Presbyterian College	New York University	Skidmore College (N.Y.)
Bates College (Maine)	Florida State University	State University of New York	Smith College (Mass.)
Beloit College (Wis.)	University of Florida	North Carolina State College of Agriculture and Engineering	Southern Oregon College
Bennington College (Vt.)	Franklin and Marshall College (Pa.)	University of North Carolina	Stout State College (Wis.)
Bluffton College (Ohio)	Goucher College (Md.)	Woman's College of the University of North Carolina	Swarthmore College (Pa.)
Boston College (Mass.)	Grinnell College (Iowa)	University of North Dakota	Syracuse University (N.Y.)
Bowdoin College (Maine)	Hamilton College (N.Y.)	Northwestern University (Ill.)	Temple University (Pa.)
Bradley University (Ill.)	Harvard University (Mass.)	University of Notre Dame (Ind.)	University of Toledo (Ohio)
Brandeis University (Mass.)	Haverford College (Pa.)	Oberlin College (Ohio)	Tougaloo Southern Christian College (Miss.)
Brown University (R.I.)	University of Hawaii	Occidental College (Calif.)	Tufts University (Mass.)
Bryn Mawr College (Pa.)	Hofstra College (N.Y.)	Oregon College of Education	Tulane University (La.)
Bucknell University (Pa.)	Hunter College (N.Y.)	Oregon State College	Vassar College (N.Y.)
University of Buffalo (N.Y.)	University of Illinois	University of Oregon	Washington State University
Carnegie Institute of Technology (Pa.)	Indiana University	University of Pennsylvania	Washington University (Mo.)
Case Institute of Technology (Ohio)	Iowa State Teachers College	University of Pittsburgh (Pa.)	University of Washington
Central Washington College of Education	State University of Iowa	Portland State College (Ore.)	Wayne State University (Mich.)
Chatham College (Pa.)	Iowa State University of Science and Technology	Pratt Institute (N.Y.)	Wellesley College (Mass.)
University of Chicago (Ill.)	Kalamazoo College (Mich.)	Princeton University (N.J.)	Wesleyan University (Conn.)
Coe College (Iowa)	Kenyon College (Ohio)	Providence College (R.I.)	Western College for Women (Ohio)
Colby College (Maine)	Knox College (Ill.)	Queens College (N.Y.)	Western Washington College of Education
Colby Junior College (N.H.)	Lafayette College (Pa.)	Radcliffe College (Mass.)	Wheaton College (Mass.)
Colgate University (N.Y.)	Lake Erie College (Ohio)	Reed College (Ore.)	Wilmington College (Ohio)
College of the Pacific (Calif.)	Lake Forest College (Ill.)	Rensselaer Polytechnic Institute (N.Y.)	Wisconsin State Colleges, Eau Claire, La Crosse, Oshkosh, River Falls, Stevens Point, Superior, Whitewater
University of Colorado	La Verne College (Calif.)	University of Rhode Island	University of Wisconsin
Columbia University (N.Y.)	Lawrence College (Wis.)	Roosevelt University (Ill.)	Wisconsin State College and Institute of Technology
University of Connecticut	Lincoln University (Pa.)	Rutgers University (N.J.)	Yale University (Conn.)
Cornell College (Iowa)	Loyola University (Ill.)		Yankton College (S.D.)
Cornell University (N.Y.)	Manhattan College (N.Y.)		
Dartmouth College (N.H.)	University of Michigan		
Drexel Institute of Technology (Pa.)	Mills College (Calif.)		
Duke University (N.C.)	Millsaps College (Miss.)		
Earlham College (Ind.)	University of Minnesota		

¹ The list does not include those institutions whose Presidents or Boards have indicated disapproval only through nonpublic statements made to the Office of Education, or by vote as members in educational organizations such as the American Council on Education which have expressed their objection to the requirement. From information available to the Association, it is apparent that at least three to four times the number of institutions included in this list have indicated disapproval in one way or another.

The Editor's Page

The Recruitment of Teachers

The article in this issue by Homer D. Babbidge, Jr., reminds us that the shortage of college and university teachers will soon be critical, and that unless we prepare quickly to meet it we run the risk of impairing the quality of higher education. Already numerous institutions and organizations have initiated programs designed to call the attractions and rewards of the teacher's life to the attention of graduate and undergraduate students, and it is likely that other such programs will be devised in the very near future.

Although it is obvious that programs of this kind are useful and perhaps essential, it is worth reminding ourselves that ultimately the recruitment of qualified college and university teachers depends upon the attractiveness of the teaching profession itself. Such programs generally call attention to the teacher's scholarly independence, his role in shaping the future of America, his academic security, his opportunities for economic security, and the prestige which he enjoys as an active participant in a respected profession. Insofar as they stress the advantages of college and university teaching and ignore its shortcomings, they smack inevitably of salesmanship (to use that word in its less reputable sense), and like other such sales talks will disaffect their listeners to the extent that they misrepresent their product.

For it should be clear to all persons reasonably familiar with higher education that the standards which we seek and are likely to publicize are not those we have generally achieved. Academic freedom has become a byword in higher education, yet the professor still feels too often the restrictions imposed upon him by individuals and groups who would repress knowledge that is disquieting and opinions which are disturbingly controversial or which conflict with their own. Steady though the increase in faculty salaries has been, the economic opportunities still compare unfavorably with those of other professions, and too many members of the profession are still compelled to divert their energies from their academic tasks to continue the mere struggle for existence. And in all too many of our colleges and universities the faculty member has not yet attained that standing as an officer of his institution which the 1940 Statement of Principles envisions for him.

Not all college and university teachers can actively participate in the programs so far devised, although all can lend their assistance by encouraging qualified men and women to give some thought to college and university teaching for the fulfillment of their ambitions. But the essential program of recruitment—in advancing and maintaining the standards of the profession—is one in which all of us should be continually engaged. The profession is its own salesman, and the student, graduate or undergraduate, will be more convinced by what he sees of college and university teaching than by what he hears.

... and the Training

The great virtue of leading American graduate schools is that they have given their doctoral candidates the first requisite of a college or university teacher, a thorough grounding in and dedication to their subjects. Because graduate schools have paid little attention to equipping their students in other ways for college and university teaching, some of our institutions have developed their own programs to fill the gap. One of the more interesting of these is described in this issue by Dean Samuel Middlebrook of New York's City College.

A young person's first year or two in college teaching has many satisfactions, but it has its difficulties as well. The City College program starts with the assumption, not that the difficulties can be eliminated or that one must be shown how to teach, but that various problems of the young teacher can be resolved in a relatively painless manner, and that he can profit from the experience of his colleagues and of older men distinguished as teachers in a variety of disciplines. The expression "Master Teacher" is often used loosely in our day. The City College program avoids the expression but finds the master teachers, as a glance at the list of discussion leaders will reveal.

Lasting through a summer session, the program is brief but thorough, and it has the considerable merit of exacting no time which the young teacher might better devote to improving his scholarly competence. He is simply relieved of one teaching section without loss of salary. If the reaction of the participants in the program is to be taken at face value, they have profited immeasurably from it. Dean Middlebrook wisely draws his conclusions cautiously; his enthusiasm is less apparent in what he says than in the way he says it.

B.H.D.

Book Reviews



COLLEGE LAW, A GUIDE FOR ADMINISTRATORS, by Thomas Edward Blackwell. Washington, D.C.: American Council on Education, 1961. ix + 347 pp. \$6.00.

Here is an excellent book, which should be widely circulated and consulted. Its contents reflect extensive personal experience, careful research, and at a number of points helpful suggestions by well-qualified persons to whom the author has submitted his manuscript or parts of it. The style is clear and readable.

A college or university administrator needs an all-around feeling for the law because he is truly a middleman, responsible for answers to problems centered upon him from many angles. He must deal with outside authorities—governmental, commercial, industrial, parental, and what not; with the planning of operations inside his own educational institution; with many a question from his associates, pedagogical and other, about their various legal relations; and more or less often, according to his post, with law and order affecting students.

Not, of course, that the administrator should become his own lawyer; Dr. Blackwell soundly states this negative on the very first page of his text. But the really adequate academic administrator should have the sort of multi-perceptiveness which translates into ability to sense the aroma of legalism as soon as it comes within smelling distance. And he should learn to distinguish recurrent commonplace problems which laymen can handle from those calling for lawyers' interposition. Toward such capability, use of Dr. Blackwell's volume will greatly contribute.

The book is framed in lawyerlike style, with a substantial table of reported cases which are well described or usefully quoted where they figure in the text. Constitutional and statutory material as to the tax status of property

belonging to nongovernmental institutions of higher education, along with references to selected judicial decisions on this important topic, fills a 25-page appendix. Recognizing the double need of keeping his volume compact yet also of pointing lines toward more detailed study, Dr. Blackwell inserts a fourteen-page bibliography. The headings of this material show so significantly the wide scope of the work that it is worthwhile to quote them. They run:

Administrative Law; Architects, Contractors, and Engineers; Charities and Charitable Trusts; Constitutional Law; Contracts; Copyright; Corporations; Encyclopedias; Higher Education; Immunities of the State and Its Agencies; Income Tax; Labor Law; Legal History and General Jurisprudence; Libel and Slander; Patents; Property Insurance; Property Tax Exemptions; Public Corporations; Real Property; Tenure; Torts; Trusts and Trustees; Uniform State Laws; Yearbooks.

Documentation of the foregoing headings is well up to date. The reviewer ventures suggestions that reference to Roscoe Pound's recent great book should be added under Legal History and General Jurisprudence; and that Elliott and Chambers, *Charters and Basic Laws of Selected American Universities and Colleges* (New York: The Carnegie Foundation for the Advancement of Teaching, 1934), would fit in somewhere.

On two topics, both treated compactly by the author, additional comment may be useful. The first of these topics is individual tax liability, particularly to federal and state income levies, of persons engaged in educational pursuits. After such long and doleful experience no detail need be stated as to the multifarious problems, often puzzlingly peculiar, which beset the academic taxpayer. A good many of these problems, while likely to generate much heat under the collar, involve sums too small to justify reference in specific instances to tax counsel. The academician would vastly

appreciate a detailed, readable tax text, constantly kept level with changing law by fresh editions or inserted pocket parts.

The *AAUP Bulletin* has made quite tenacious efforts to furnish its readers with relevant individual tax information. But the full detail required to give comprehensive satisfaction is altogether too great for yearly reprinting in a single issue, and the trouble of combining current fresh information with earlier but still significant installments is self-evident. Five or six years ago Harvard caused a member of its law faculty to compose, for distribution in the University, a pamphlet outlining in connection with federal and Massachusetts income tax returns a substantial number of matters personally affecting the University's officers of instruction and administration. This pamphlet had a hospitable reception, and was somewhat used by Internal Revenue Service officials whom its author had consulted. A commercial publisher became interested in the idea of taking over the pamphlet, probably expanded to more ambitious form, for annual or periodical reissue. Financial support failed, however, and the project died. The various Massachusetts colleges and universities indicated willingness to buy a few copies each year, but no appetite at all to subscribe for sufficient numbers to make preparation and publication pay their way.

This is tantalizing. So far as federal individual taxation is concerned, a moderate annual retainer would assure constant first-rate lawyer's work on a college-and-university tax guide kept strictly up-to-date and usable all over the United States; it would seem not too optimistic to hope even for coverage of the more massive costs of printing and distribution. Thought naturally turns toward local preparation, in each state having an individual income tax, of a companion treatise on that tax, to be bound in with the federal treatise just described. State levies on income

are without exception less burdensome than the federal levy, tend always in some and rather often in many aspects to be shaped along the federal lines, suffer less frequent and drastic amendment, and generally present less complex tasks to the analyst and expositor. But experience proves that all this is easier to talk about than to achieve.

The second topic for additional comment has to do with the effective law of academic tenure and freedom. In this particular connection, it is not easy to accept contentedly Dr. Blackwell's definition of "a law" as "a rule of human conduct that we, the people, have agreed should be enforced by the state through its courts." Legalistically, the definition is well enough; applied to the immediate problems, it is too cramped and stiff in the joints. For many years the AAUP has labored through Committee A to establish the propositions that there ought to be an accepted uniform academic law of customary nature respecting controversies of the type indicated, and that this law can be best administered, without the often heated publicity of ordinary court trials, before tribunals fully cognizant of the presuppositions of our vast American educational enterprise. A reader who thoughtfully studies in full the reported court cases which Dr. Blackwell cites and briefly describes on pp. 60 *et seq.* will not find too much stated in them about these presuppositions, of which disciplined liberty and security of status are outstanding. The judicial tendency is to squeeze education into a common mold with other working relationships.

It would have been difficult, in a book of limited dimensions, to make anything like comprehensive appraisal of the degree to which Committee A has managed to succeed with its general mission. Indeed, the full material for such judgment is not readily available. There are of course the annual Committee reports and, scattered through many issues of the *Bulletin*, reports on particular tenure and freedom cases. Much more interesting, however, and probably more significant, is a great bulk of behind-the-scenes Committee correspondence, obviously not open to readers in general. Professor Walter P. Metzger and his assistant Miss Loy Ferguson (now Mrs. Metzger) have studied this correspondence in blocking out the history of the AAUP. Their summation and conclu-

sions may provide a fresh contribution to Dr. Blackwell's bibliography and perhaps persuade him to liberalize his definition of "law," at least as related to Academia.

JOHN M. MAGUIRE
*Royall Professor of Law, Emeritus
Law School of Harvard University*

TELEVISION TEACHING TODAY, by Henry H. Cassirer. Paris: United Nations Educational, Scientific and Cultural Organization; New York: UNESCO Publications Center, 1960. 267 pp. \$4.00.

This UNESCO publication undertakes to summarize educational television to date. Part I (slightly more than half the volume) deals with experience in the United States for the simple reason that the bulk of educational television work has been done here. Part II concerns itself more briefly with activities in Canada, France, Italy, Japan, USSR, and the United Kingdom. The purpose of the volume is to inform, and the stance taken by the author is judicious. This attitude may not endear the work to those opposed to television, who feel that anything good said about the medium is treason to the teaching profession and a lie. It may likewise disappoint the most zealous adherents of television in that its hosannas are not louder. Readers who do not like to take their opinions neat, however, will probably appreciate the approach and tone.

Members of the AAUP who have heard many rumors but who have not yet done their homework in regard to educational television will find this book a very useful summary within rather brief compass of the present state of affairs. Anyone wishing more detail on the research findings, costs or other matters will find sufficient references to enable him to pursue these interests. Those already familiar with the operations of educational television in the United States will probably find some interest in seeing the rather different situations elsewhere—that in France, for example, where a national ministry of education utilizes national television broadcasts.

The book is a very conscientious effort to take stock by scrutinizing the various uses of educational television to date and by assessing the advantages and disadvantages. The very real

achievements of television for certain purposes and in certain situations are clearly shown. The deficiencies, the uncertainties, and the questions for further study are indicated with equal clarity. The new tool is seen as neither a menace nor a miracle but as a useful instrument if properly employed.

Members of the teaching profession have been properly disturbed by the fact that many educational administrators have been bemused by educational television as a possible solution to the problem of quantity. They have seen it as a means of meeting the projected flood of students—often with too little worry as to what happens to the quality of education. Readers of this book will be reassured by the continual emphasis on this medium as a means of improving the quality of instruction. Similarly, teachers whose wilder phantasies show them being pushed toward the technological obsolescence of the buggy-whip makers will find the unanimous opinion that educational television is to aid the teacher, not replace him, and will see how the teacher's role, even if changed, is not diminished.

Some members of AAUP have been of the opinion that TV is merely a new gadget popularized by large grants from foundations. Their feeling has been that they need wait only until the novelty wears off or the foundations open up new fields of interest and educational television will disappear. While educational television will probably not have all the total impact that its most enthusiastic advocates predict for it, simply too much has been accomplished to assume that television will go away merely if ignored. Medicine, for example, which is certainly not one of the most wide-eyed and progressive of the scholarly fields in its educational activities, now uses television in a great many countries in the most matter-of-fact fashion possible. Television seems here to stay.

As the recent report of Committee C suggests, any teaching device is likely to be best used if the best brains of the teaching profession put their minds to how to use it. If more members of the AAUP make serious and critical use of this medium, the main lines of its utility and disutility will be established more rapidly, and something like informed opinion—rather than mere personal prejudice—can emerge among

members of the profession. Reading the present volume is a good beginning.

HAROLD B. DUNKEL
Professor of Education
University of Chicago

THE DOLLAR DIPLOMA, by Georg Mann. New York: The Macmillan Company, 1960. 204 pp. \$3.95.

The Dollar Diploma, a novel by Georg Mann, presents some very real problems to the reviewer. It is peculiarly unrewarding despite its exhibition of definite talents. It is unrewarding because it basically lacks coherence. It is coherent, and by that token, effective, in fragments only, in passages of pointed criticism of its main target: the American "big" university, its administrators, faculty, "friends," and trustees. The author has made a major error in literary strategy in a novel that belongs to satire and polemic. He has started off with a too frankly declared bias, or thesis, namely, that all academia is lost to (1) fools, pedants, paranoids, and predators, or (2) drillmasters, or (3) star performers irremediably flawed by one form or another of egocentrism. Of Fox University (Mr. Mann probably has in mind the University of Chicago, his alma mater), he states: "Compared to what it ought to be, it was an abattoir of expensive, vengeful ambitions. Compared to other institutions, it was a paragon." Such a statement is typical of the sophomoric dogmatism that infects and vitiates this book throughout. Mr. Mann clearly wants to build a case, wants to debate, against the academic profession; but, as in the quoted instance, he so flagrantly limits both the scope of the available evidence and so outrageously oversimplifies the act of judgment itself that he alienates his audience. Is the "big" university, after all, a typical higher education institution in this country? And even if this dubious proposition is granted, what is there about Fox as Mr. Mann describes it that makes it a "paragon" among its peer institutions? The world, both academic and nonacademic, that he goes on to describe is largely one in which "better" and "worse" and "first" and "second" in a hierarchy of values have no meaning.

Mr. Mann has too many themes, attitudes, ideas, purposes, and even characters going at once. Let me illustrate: his "Prologue," tracing the genesis of Fox in the grubby soul of a Cameromite business bigwig, effectively debunks the often shabby connection between wealthy donors and private education. Because of huge plant and endowment advantages Fox grows rather splendidly into a self-directed phase under a president who sternly implements a matured educational philosophy called "Individualized Education." The story proper begins with the faculty lunch table gossip over the resignation of this president. During the lunch table battle over the merits and defects of the experimental curriculum, the reader is led to suppose that the question of whether or not such a curriculum is to be retained is the central dramatic interest. At this point Fox University itself seems to be the protagonist, and everything seems to hinge on whether or not it will continue to issue diplomas whose value will be based on criteria other than monetary. But the best of the three categories of professors noted above are capable of only brilliant defensive tactics in protecting their own professional interests and reputations. Their abilities serve to discomfit the University's enemies, internal and external, but not to restore, as a matter of logic and principle, the educational doctrine and method that has done much to reveal them in their true eminence.

Mr. Mann can't have it both ways, a university that is at once a "paragon" and yet, by the author's own showing, can't produce more than three categories of teachers, the best of which serve only to expose the idiocies of their inferiors, both on college campuses and in the outside world. A "paragon" among higher education institutions in this country can surely do better than that. Or at any rate have the decency not to appropriate the term.

It is in this basic confusion as to whether there is anything in the academic profession worth fighting for that this reviewer finds the novel's biggest weakness. There is no question that Mr. Mann's gift is for satire. But so consistently a slapstick treatment of the whole purpose of a university, coupled

with oddly jarring statements from the flawed elite of the profession that run counter to the author's pervasively anti-academic thesis, seriously undermine the reader's confidence in the intellectual foundations of the book. The intellectual and moral foundations of high-grade satire and polemic cannot be slipshod or fluid. The sad fact is that they are so in *The Dollar Diploma*.

GEORGE DE SCHWEINITZ
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West Texas State College

THESE RUINS ARE INHABITED, by Muriel Beadle. Garden City, N. Y.: Doubleday & Company, Inc., 1961. 359 pp. \$4.95.

Mrs. Beadle, fifteen-year-old son Redmond, and husband George (Caltech geneticist, Nobel prize winner, and now Chancellor of the University of Chicago) spent the year 1958-59 in Oxford, where Dr. Beadle was Eastman Visiting Professor—with side excursions: a big one to Sweden to receive Dr. Beadle's Nobel prize, and others to France, Italy, Scotland, and over the English countryside. This book, a candid report of the year, is the enchanting result. The work of a professional journalist who is also a happy career wife and, one feels, a justly proud mother, this personal record is written with kindly malice toward some but also with honesty and wit.

The Beadles arrived in what seemed, except for a brief glimpse of towers and spires through the mist, "a city of dirty, no-period buildings, of narrow streets choked with traffic, of store fronts like those in small towns in Nebraska." Their house, the best that Balliol College could rent for them, was gleaming clean but crammed with things, including electric heaters and kerosene heaters (there was no central heating, and all Americans like their rooms boiling hot), a Rube-Goldberg coal cooking stove in the kitchen, and a complete Balliol-supplied silverware service for twelve (but the dining-room table seated only six, and the dining-room could be reached only through the kitchen, making formal dinner parties unlikely).

All kinds and degrees of irritations,

keenly observed and humorously narrated, confronted the Americans: the gardener was a *servant*, with whom one did not fraternize; the University requirements and regulations were at once formal, casual, and sometimes differently interpreted by lifelong Oxonians; the libraries could be so bewildering even to the librarians that it was, once quicker to get a book by airmail from Caltech; the local telephone company could be as zanily smiling and craftily obliging-disobliging as it ever was when Mike Nichols tried to get his dime back from operator-supervisor Elaine May; the whole place was a *man's* world in which women simply tagged along, the real keepers of the stiff upper lip. The situation was, in short, definitely not California (except perhaps for the telephone company). Dismayingly so, at first.

But less dismayingly so as time went on. The Rector of Exeter College, says Mrs. Beadle, "observed a couple of American tourists—a father and a twelve-year-old son—wandering around, out of visiting hours, in the Fellows' Garden. Hating to yell at them—conduct unbefitting a Rector—but wishing to register his displeasure at their trespass, he stood at the window of his study, puffing furiously at his pipe, and glared down at them. It was the boy who caught sight of him. Whereupon he caroled out to his father, 'Hey, Dad, look! These ruins are inhabited!'"

So the Beadles found out very quickly. Many of the initial irritations were superficial, some even rather engaging. "By November, Oxford was home." For Oxford was, after all, Civilization itself, a sort of academic Olympus, scary at first, but exciting. "This was the place Dryden had likened to Athens, and Hazlitt to Rome; this was Max Beerbohm's lotus-land, Logan Smith's 'taste of Paradise.'" Though the place is a bit clogged now with automobiles and automobile factories, and though not California, it is still Oxford, and there is no other place like it.

Mrs. Beadle panicked momentarily as they were about to leave. She had overheard a shopgirl directing two American tourists to the Shelley Memorial at University College by a route less interesting than the one she would have suggested, and she had thought: *They're tourists. I'm not. I live here.*

"George," she said, "I don't want to go home."

"Don't worry, honey," he said. "You'll like it when you get there."

If you expect to spend some time in Britain, or hope or wish you were able or even have no intention of planning to do so—even if you have never heard of the place—you will find *These Ruins Are Inhabited* diverting, heart-warming, and profitable. And you will be glad you met the Beadles, the good companions.

WILLIAM SLOANE
Professor of English
Dickinson College

In Brief

Two recent paperbacks are of particular interest to Association members. Franklin Parker's *African Development and Education in Southern Rhodesia* (No. 2 in Kappa Delta Pi's International Education Monographs, available from the Ohio State University Press at \$1.75) traces the political, economic, and educational development of Southern Rhodesia, and places in context and sharp focus the pregnant situation of that country today. Professor Parker wisely makes no categorical prediction about the future of Southern Rhodesia and its native African population. But he sees very clearly that many of the same forces at work in the other emerging nations of Africa—and indeed elsewhere in the world—are shaping the new Southern Rhodesia. The Africans themselves understandably seek their salvation in education, and as the country develops economically (as Professor Parker says, the Kariba hydroelectric project may revolutionize central Africa) the demand and opportunities for skilled and semiskilled Africans will grow accordingly. So improved and expanded education is in the interest of both the dominant whites and the predominant Africans. With the African continent playing an increasing role in world affairs, Professor Parker's book is a timely contribution to international and racial understanding.

For the Bureau of Publications, Teachers College, David Fellman has admirably edited a number of Supreme Court decisions under the title *The Supreme Court and Education* (Classics in Education, No. 4, \$1.50—available

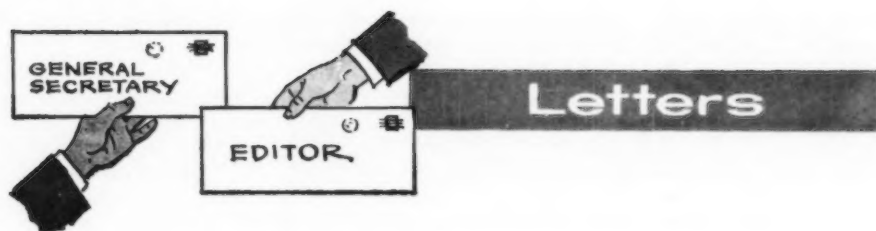
also in cloth at \$2.50). The decisions fall naturally into three main groups: Education and Religion, Education and Racial Segregation, and Academic Freedom.

Those who have followed the recent debate over federal aid to parochial schools will not be surprised to find the preponderance of decisions under the first heading, or the most ringing dissents evoked by the religious question. The 1960 presidential election has already made a minor classic of Justice Jackson's dissent in the *Everson* Case, involving the remission by a community of bus fare to parents sending their children to Catholic schools. The various opinions and dissents in *Everson v. Board of Education*, *Zorach v. Clauson* (New York's "released time" law), and *West Virginia State Board of Education v. Barnette* (the compulsory flag salute) reveal a Supreme Court divided much like the American public itself; and reading them is a trenchant reminder that the Constitution is a living document, taxing the wisdom of the best legal minds but always the ultimate measure by which liberty and justice in this country are to be tried.

In the segregation cases the Court achieved unanimity, doubtless because in these a moral issue could no longer be evaded. In any event, both the wisdom and the conscience of the Court led it to decisions which gave heart to those who looked for "Equal Justice under Law." In *Sweatt v. Painter* (1950) the Court could merely enumerate the facilities in the University of Texas' law school for Negroes in order to demonstrate their inferiority to those in the law school for whites. In *Brown v. Board of Education* (1954) it has gone the whole distance and insisted that separate but equal is inherently unequal. On that insistence hangs a tale which will probably be unfolding throughout the lifetimes of us all.

Professor Fellman has not attempted to edit a comprehensive volume of Supreme Court decisions concerned with education, but through judicious selection he has managed to give the impression of comprehensiveness. His book is an invaluable repository of decisions with which everyone in higher education should be familiar.

B.H.D.



The Publication of Vacancies

The suggestion of Robert Scott, in the Summer issue, that academic vacancies should be advertised in appropriate professional journals or in some generally available publication has some merit. Perhaps college administrators could be prevailed upon to make better use of the *AAUP Bulletin* for this purpose. Alternatively, perhaps American universities could list their vacancies in the *Times Educational Supplement*.

Mr. Scott should not be misled by his brief Australian experience to believe that all college vacancies there are advertised, or are required by law to be advertised. The sentence "The University reserves the right to fill the position by invitation," which is always included in announcements, is important: applications without prior invitation are invariably unsuccessful.

ALAN L. MCLEOD
(English)

College of Education at
Fredonia (N.Y.)

A Place of Free Inquiry¹

My dear Mr. Price:

The faculties, trustees and administration of this institution are poignantly aware of the dangers implicit in our conflict with international communism. If we are vigilant in our efforts to prevent subversion from developing within our institution, that effort arises primarily from our convictions regarding

our way of life and the threats to which it is subjected. While our concern is buttressed by the statutory law of the Commonwealth which periodically reminds us of the dangers which an unprincipled competitor forces upon us, we are equally disciplined in this home of constitutional government by a rich tradition of freedom of expression which is the very heart of the society which we are intent upon protecting from subversion either from within or without.

You will be among the first to understand that an American university is by definition a place of free inquiry. It is not a government bureau, nor an industrial corporation nor a church. Its role in society postulates question, criticism, controversy, debate and doubt in all matters, social as well as scientific. The university embraces and supports the society in which it operates, but it knows no established doctrines, accepts no ordained patterns of behavior, acknowledges no truth as given. Were it otherwise the university would be unworthy of the role which our society has assigned it.

In the last analysis, the university must be free to think as its members will, to the same extent and for the same reason that the press must be free to comment as it will, as one branch of government must function independent of another, as the churches must be free to offer doctrinal sanctuary, as the corporations must have opportunity to pursue product and market with an absolute minimum of outside direction.

As you well know, I have divided my life among the private corporation, the government office and the campus, and I understand that each of these is, as is the church and the press, a prime source of strength and thought and aspiration. It must not be obscured that each of these contributes to and perpetuates our society precisely because we do postulate multiple sources of ideas, of values, of ultimate truths.

In fulfilling its function of inquiry, research and experimentation, the university continuously exercises this postulate of pluralistic values. We thus often find ourselves at variance with established public policy and conventional ideology. But, however we may differ from established views, and however wrong we may be, it does not follow that the institution or its members are subversive unless it is demonstrably clear that we advocate the destruction of our constitutional government, which is, in fact, the destruction of our pluralist society.

The principal threat of international communism lies in its clear intent to destroy the pluralism which the press, the corporation, the church and the university represent. We must be certain that that threat does not succeed.

As staunch defenders of a democratic system we must also be concerned about those who would overzealously "defend" our social system in such a way as to destroy it. If I rise and damn my fellow man, I should be prepared with clear and incontrovertible evidence. I should first have conferred with his peers, should have tried established channels for just consideration of my claim, and otherwise should have exhausted all the vehicles and remedies of an orderly society.

Surely in these paragraphs you recognize that we are speaking of principles, of first principles of a society which is in challenge the world over.

We must remind ourselves that in analyzing the facts of this case we had to evaluate an epoch a quarter of a century past. Hitler and Mussolini, first with Franco then with Tojo, were threatening the world through their lust for power. In those days Russia was officially presumed to be our friend and soon an ally, and the brutality and deceitfulness of international communism, while suspected by many of us, had not

¹ Extracts from a letter to Mr. Gwilym A. Price, Chairman of the Board of Trustees, University of Pittsburgh. The letter was written after completion of a University investigation into charges, advanced in a local newspaper and by a state legislator, that a member of the University faculty was guilty of association with international communism. The investigation disclosed no evidence to support the charges, and the University concluded that no action was warranted.

yet become apparent to millions of people. Unless we constantly remind ourselves of these conditions, we can err seriously in judging the actions and motives of persons who took part in the epoch.

Today, one would wish for a society in which he need not be concerned about his neighbor's views. Let the neighbor go his own way. But this is no longer possible. Our society lives in an atmosphere disturbed on the one hand by those espousing subversive doctrines of Communist origin, and on the other hand by those whose anxieties over Communism would deprive us of our traditional liberties.

I would respectfully suggest that those who publicly try by innuendo and condemn by inference are not different from those who purge without a hearing; that intemperance and absolutism are equally dangerous whether they arise from within or without; that vigilance like Janus must look in both directions.

Finally, as an institution we have pledged our opposition to the threats of international communism and we have promised ourselves to refuse it our fellowship. This is our unequivocal position. Let no one mistake it.

EDWARD H. LITCHFIELD
Chancellor
University of Pittsburgh

The Argentine University

I have read with some amusement and considerable interest the Bunge-Shapiro debate about the Argentine university. While I cannot claim to be an expert about the matters under discussion, I have served as a faculty member in an Argentine university and have lectured in all the universities under debate.

Lest there be a major misunderstand-

ing, may I point out that it serves little useful purpose to transmute Argentine salaries directly into dollars at the prevailing rates of exchange. Rather one needs to know what the salary will buy and where in the social structure this salary places its recipient. For example, the 34,000 pesos mentioned by Dr. Bunge represent a sum equal to half the monthly salary of the highest bank official in the Argentine nation, and TV stars feel quite happy to get 50,000 a month. It is my observation that the average professor in the provincial university gets about 10 to 15 thousand a month (if he is of "*dedicacion completa*") and that this sum permits a very good standard of living.

Estimates, of course, vary on standard of living and price comparisons, but as of October, 1958, an index which I helped compile for the Economic Research Department of the National University of the Litoral put Buenos Aires costs for the average worker at about 20 percent of those in New York for the same items. Using this index, average wages in Buenos Aires were comparable to those paid in Portland, Maine, during the same period. It must be added that the Buenos Aires wage does not permit the purchase of automobiles, prices for these vehicles ranging from two and a half to five times those in the United States for the same make and model.

It would be a distinct error to leave the impression then that the average university professor receives a wage which permits a standard of living substantially lower absolutely and relatively than his American colleague. One should point out, too, that whereas the average full time Argentine professor teaches at the most three *materias* (subjects), five is more nearly the average in the United States. At an average of 4,000 pesos per subject per month, this would yield 20,000 pesos. This wage would have

a purchasing power in 1958 terms of \$1,000 a month.

Visiting one rural campus in Entre Rios province, I found faculty members there living in excellently constructed brick and concrete houses with all modern conveniences, for which they were paying 500 pesos a month under a government mortgage scheme. That is about \$6 a month for a house which in the U.S. would cost fifteen times as much. Salaries there ranged from 6,000 to 12,000 a month, paid for thirteen months (a fact which must not be overlooked in wage comparisons), the thirteenth month representing a standard Christmas bonus.

I should not like it, moreover, to be the general impression that Argentine libraries are inadequate. At Rosario, for example, the Faculty of Economic Sciences has an excellent library of more than 85,000 volumes, many of which are not available in U.S. libraries. Moreover in Buenos Aires, there is the justly famous National Library, little visited by tourists, to be sure, but a treasure of information on Latin American topics. When I took into account that books purchased from overseas are extremely expensive, I could not help but marvel at Argentine libraries as I traveled about the country. The Tucuman libraries, by the way, are quite respectable. It is in fact my impression that public, university, and private libraries in Argentina deserve a word of commendation.

While, then, I do share with Dr. Shapiro some of his opinions regarding the political impact upon the university and scholarship, I am afraid that I must judge Dr. Bunge's treatise to have come far closer to having given a correct picture of the Argentine university situation today.

CHARLES J. STOKES
(Economics)
University of Bridgeport

Educational Developments



A. Economic Status

The editors of the *AAUP Bulletin* announce the appointment of Professor Sherrill Cleland, Chairman of the Department of Economics at Kalamazoo College, as the new Economic Developments Reporter of the *Bulletin*. Professor Cleland, who is a past president of his chapter, begins his reporting duties with this issue. At the same time, the editors wish to express their gratitude to Professor Harold N. Lee of Newcomb College, Tulane University, the retiring Economic Developments Reporter. Professor Lee has prepared this section since its inception in 1957, and his reports provide a running record of economic events significant to higher education. Professor Lee's quiet but dedicated service has contributed substantially to the quality of the *Bulletin*, and the editors, on behalf of the membership, here record their sincere appreciation.

Brown University Receives Ford Foundation Challenge Grant

With the announcement of a \$7,500,000 grant, Brown University became the sixth university to participate in the Ford Foundation's Special Program in Education. This program, designed to promote the development of selected private institutions as regional and national centers of excellence, last year awarded \$46,000,000 to Denver University, The Johns Hopkins University, the University of Notre Dame, Stanford University, and Vanderbilt University. Brown must raise \$15,000,000 over a three-year period under a two-for-one matching formula which will give it \$22,500,000 in new funds. The grant is unrestricted, with the University determining the priorities which will best meet its needs. Brown has given top priority to a new university library, increasing faculty salaries, a physics-engineering building, and endowment of new university professorships. The University, while under consideration for the grant, developed a ten-year plan which helped it establish the priorities for this long-range program.

Alumni Funds Successful

Spurred on by the financial needs of their *alma maters* and by the Incentive Awards Program sponsored by the United States Steel Foundation and administered by the American Alumni Council, the alumni of our colleges and universities have continued to give generously. First place improvement award of the Incentive Awards Program went

to Lehigh University. Over 43 per cent of Lehigh's alumni gave more than \$350,000 to their annual fund. Bryn Mawr College and Monticello College were given second and third place awards. Yale University was the winner of the sustained performance award. Yale's alumni contributed \$2,258,000 in annual gifts, the third consecutive year that they have exceeded \$2,000,000. Wellesley College and Amherst College placed second and third. ¶ Tulane University received \$831,064 in unrestricted gifts from annual fund activities in 1960. Over \$225,000 of the funds came from 9642 alumni. ¶ Vassar College has announced that alumnae centennial gifts reached "the magnificent sum" of \$1,352,680, the largest total of alumnae donations in any year of the college's history. ¶ The Ohio State University reports that 30,211 alumni, corporations, and foundations contributed \$1,482,067 to various funds of the University. ¶ The Barnard College Alumnae Fund announced that alumnae had contributed \$195,500 thus far in this year's campaign.

Development Fund Campaigns

Massachusetts Institute of Technology's \$66,000,000 Second Century Fund, which began a year ago, had passed the \$40,000,000 mark in June. The funds are to maintain M.I.T.'s national prominence in education and research. ¶ Mount Holyoke College has announced a new Funds for the Future campaign with a goal of \$17,750,000. The College has set an immediate goal of \$9,000,000 in connection with its 125th anniversary celebration, which begins this fall. The majority of the funds will be used to raise faculty and staff salaries. ¶ Princeton University has raised \$40,367,000 towards its \$53,000,000 goal in its capital funds campaign. The campaign, now in its second year, expects to achieve its goal by February. ¶ Princeton Theological Seminary has just announced a ten-year, \$18,500,000 fund drive. The drive will begin officially next spring, on the 150th anniversary of the seminary's founding. Faculty salaries, student aid, classrooms, and faculty and student housing head the priority list. ¶ St. Lawrence University has recently embarked on a nine-year \$11,500,000 development program for new buildings and increased faculty salaries. The Second Century Development Council will head the drive. A \$1,250,000 gift from the Edward John Noble Foundation for a new University Center has already been received.

The Smith College development program had raised \$7,197,000 by June. More than 80 per cent of these funds have been given by alumnae. The drive continues until June, 1962, with \$3,000,000 yet to be raised. ¶ The Williams College, three-year fund drive inaugurated in 1959

has raised \$4,341,000. The College announced the completion of the drive one year ahead of schedule. ¶ Yale University's \$47,000,000 capital funds drive had passed the halfway mark after eight months of activity. By June the drive had raised \$29,694,000. The drive has not impinged upon the annual Yale Alumni Fund, which set a new record for the twelfth year in a row. ¶ Marietta College has announced an eight-year \$8,000,000 fund drive. Three fourths of the funds will be earmarked for a construction program and the remaining \$2,000,000 for endowment funds.

Duke University Moves on Faculty Salaries and Building

Within the space of two weeks, Duke University announced programs designed to eliminate the "regional differential" in faculty salaries of Southern universities and to construct a \$4,500,000 addition to the Duke University Library. Two million dollars will be devoted exclusively to raising faculty salaries over a two-year period. A \$1,000,000 grant from the Duke Endowment will be matched by another million which the University must raise. The Duke Endowment, expressed the hope that the gift would help meet the problem of "the regional differential which keeps faculty salaries in the South substantially below those of comparable institutions elsewhere, and endangers the whole future of Southern universities and colleges." The Duke Endowment also pledged \$1,000,000 towards the \$4,500,000 addition to the Duke University Library, already the largest library in the South.

Ford Foundation Grants

In May the Ford Foundation announced a \$2,300,000 grant to Indiana University to make non-Western studies a permanent part of its academic program. Previously, the Foundation had given \$26,000,000 to eight other universities under this program (California, Chicago, Columbia, Harvard, Northwestern, Notre Dame, Pennsylvania, and Yale). ¶ The Brookings Institution has been awarded \$18,500 by the Foundation to support conferences on the role of research in improving overseas development programs. ¶ Reed College has received a \$158,500 grant from the Foundation for the establishment of a Master of Arts in Teaching program to prepare secondary school teachers. ¶ Princeton University has been awarded a \$96,000 grant by the Foundation for preparation of a textbook on state and local government and politics. ¶ The University of Southern California has received a \$139,000 grant from the Foundation for research and evaluation of an experiment in working with delinquent gangs in the Los Angeles County area. ¶ Rutgers University and the University of Delaware have received \$200,000 and \$500,000, respectively, to inaugurate or continue experiments to provide university extension services to urban communities similar to the agricultural extension system that serves rural communities. The Foundation also earmarked \$750,000 for additional urban extension grants to other universities not yet designated. ¶ The Foundation continued its support of the Social Science Research Council by giving ten-year operating support through a \$430,000 grant.

The Ford Foundation has extended its program for col-

lege-teacher recruitment and training (often referred to as the three-year M.A. extending from the junior year of college through the first year of graduate school), by granting \$1,708,000 to nine more universities. The grants range from \$60,000 to \$273,000 and have been awarded to Stetson and Vanderbilt Universities and the Universities of Colorado, Florida, Louisville, Michigan, New Mexico, North Carolina, and Utah. Fourteen other universities previously received awards. ¶ A grant of \$1,844,000 has been awarded to a cooperative program at Cornell and Syracuse Universities and the Universities of Buffalo and Rochester to prepare secondary school teachers and school administrators. This program had been established previously in 31 other colleges and universities by grants totaling more than \$19,000,000. ¶ Cornell University's College of Engineering has been given a grant of \$4,350,000 by the Foundation to further strengthen graduate study and research. Eleven endowed professorships and substantial graduate fellowships and loan funds will be part of the program which the grant will support.

Other Foundation News

The Carnegie Corporation has made four grants totaling \$348,000 to the Universities of California and Texas and the Social Science Research Council. The grants are to support programs attempting to learn how the mind organizes and stores new information and how it uses it to solve problems. Texas will receive \$82,000 for a three-year program supporting graduate fellowships. The SSRC will receive \$87,000 for four years in support of conferences and seminars. California will receive the remaining funds in two grants. ¶ In another new program, the Carnegie Corporation gave \$200,000 to Indiana University to support a program to send outstanding Indiana high school students abroad to study languages in the native environment. ¶ Harvard University has received a \$300,000 three-year grant from the Carnegie Corporation to explore the educational potentialities of programmed instruction for all students from the first grade through college. The program will mainly be in support of research and experimentation with "teaching machines." ¶ The Center for Advanced Study in the Behavioral Sciences at Stanford, California, has received a \$200,000 grant from the Carnegie Corporation to support fellowships and conferences. ¶ Bennett College of Greensboro, North Carolina, has received a \$75,000 grant from the Carnegie Corporation to support a three-year program of Saturday classes for a select group of talented high school students. ¶ A \$150,000 grant from the Carnegie Corporation will allow the University of Oregon to expand its research and fellowship support of its program in "international studies and overseas administration." The University will offer a master's degree program under the grant. ¶ Motivational research will be expanded at Harvard University under the terms of a \$54,000 grant from the Carnegie Corporation. The program will attempt to develop and evaluate techniques to increase motivation.

The Franklin Institute of Philadelphia has received a \$100,000 grant from the Pew Memorial Trust to expand science education. It is part of a \$2,500,000 campaign just

initiated by the Institute. ¶ The Rockefeller Brothers Fund has granted \$1,000,000 to the four Negro colleges comprising the Atlanta University Center. \$750,000 will go towards a fine arts building for Spelman College, the women's college of the system. The remaining \$250,000 is for land acquisition by the four colleges, Spelman, Morehouse, Morris Brown, and Clark. The latter grant depends upon the four colleges' raising \$500,000 themselves from other sources. ¶ The John and Mary R. Markle Foundation has awarded \$200,000 to the University of Rochester for the expansion of its medical library. The grant brings the \$500,000 drive within \$100,000 of its goal. ¶ The University of Rochester's College of Engineering has received a \$50,000, five-year grant from the Charles Kettering Foundation. The grant is to promote research, especially among younger faculty members.

In the first four months of 1961, the Rockefeller Foundation made grants totaling \$3,593,000. One of the grants went to Columbia University to continue its program to help train journalists who can effectively report scientific events. The University received a four-year \$100,000 grant. ¶ The United States Steel Foundation has announced that it will make grants to 732 liberal arts colleges and universities totaling \$2,775,000 during the current year. ¶ The Joseph Kennedy, Jr., Foundation has announced a grant of \$225,000 to the University of Wisconsin Medical School for research in mental retardation. ¶ The creation of a center for education and research in aviation and space flight at Princeton University has been made possible by a \$225,000 grant from the Guggenheim Foundation. The funds will help construct a building to house the laboratories and will provide for graduate fellowships.

Building and New Construction

Columbia University has begun construction of a new Graduate School of Business. A \$1,500,000 donation from Percy and Harold Uris has brought the \$6,250,000 project within 80 per cent of its goal. The Uris brothers had previously given \$1,000,000 towards the building, which will bear their name. ¶ The University of Rochester has begun a \$500,000 expansion of its medical center library. Most of the funds have been raised by the University's Medical Alumni Association. ¶ Middlebury College is building a second 'new wing on its library. The Library Fund has now passed the \$1,300,000 mark. ¶ Tufts University is constructing a new headquarters building for the work of its Civic Education Center. The building, made possible by a \$200,000 grant from the Filene Foundation, will be named the Lincoln Filene Center for Citizenship and Public Affairs. ¶ Stanford University has begun construction of a new \$2,600,000 Memorial Union. The University has also announced plans for a new \$4,800,000, open stack, undergraduate library as its next major building project.

Fellowships, Scholarships, and Loan Funds

The United Student Aid Fund (USA Fund) has announced a plan for developing a \$500,000,000 student loan program. The project calls for a \$40,000,000 reserve fund to endorse \$500,000,000 worth of long-term, low-

interest student loans. Already in operation in Indiana, the USA Fund hopes to have affiliated state citizen's committees established in each state. ¶ The National Merit Scholarship Corporation has announced the names of the 950 Merit Scholars for this year. Last year the average award was \$825, or \$3300 for the four-year scholarship. ¶ Guggenheim Fellowships were granted this year to 265 Fellows. The awards, which generally go to mature scholars, totaled \$1,350,000. ¶ The American Association of University Women has awarded 93 fellowships for the 1961-62 academic year. Nearly half of the awards are international fellowships to women representing 29 countries. ¶ The United States Department of State has made a grant of \$100,000 to the Institute of International Education to assist African students now at United States colleges and universities. ¶ Brown University has received an estate valued at more than \$1,000,000 to establish scholarship funds for Rhode Island students who are Protestants.

The Ford Foundation has awarded 165 graduate and faculty fellowships in economics and business administration for 1961-62 totaling somewhat more than \$1,000,000. In addition 25 graduate schools will receive supplementary grants totaling \$246,000. ¶ The Ford Foundation has announced a new program for graduate and post-doctoral fellowships in Latin American area studies similar to its Asia, Near East, African, etc., programs. Applicants must apply by November 1, 1961.

Potpourri

Smith College has received an \$800,000 bequest, the second largest in its history. ¶ Yale University has announced that a gift of \$500,000 from Frank Altschul will be used to establish the Griswold Professorship of History in honor of Yale's current president. ¶ Cornell University has established a new Center for International Studies. ¶ Wittenberg College has received a \$1,000,000 annuity gift. ¶ The Gillette Company has given \$500,000 to the Massachusetts Institute of Technology. ¶ Wheaton College (Mass.) has received a \$100,000 gift to improve faculty salaries. ¶ Boston University has received a \$178,000 grant from the U.S. Office of Education to conduct an expanded Counseling and Guidance Training Institute for secondary school teachers. ¶ The Research Corporation of America has provided Columbia University with a \$500,000 endowment fund to establish a distinguished professorship in the nutrition sciences. ¶ The University of Illinois Center for Russian Language Studies has received a \$150,000 gift from Doris Duke. ¶ Macalester College's deferred gifts program nearly doubled its expectancies to \$1,169,000 this fiscal year. ¶ The University of Texas will assist the U. S. Department of State in its educational exchange program with Yugoslavia. Federal grants of \$65,000 and a Ford Foundation grant of \$25,000 will support the program. ¶ Stanford University has received a Defense Department Advanced Research Projects award of \$2,600,000, spread over a four-year period, to help overcome the lag in basic research. ¶ The University of Rochester has received a \$100,000 award for research into world-wide nuclear test detection from the Department of Defense.

¶ The University of Texas will expand its Middle East Center with support from the U.S. Office of Education.

B. Other Developments

Faculty Evaluation Pamphlet Published

Last May, the American Council on Education published a small pamphlet entitled, *Policies and Practices in Faculty Evaluation*, prepared by John W. Gustad, Dean of the College of Liberal Arts at Alfred University. The pamphlet is a summary of the questionnaire survey on "Promotion Practices in Higher Education," which was conducted by the Council's Committee on College Teaching in the fall of 1960, and it was preprinted from the July, 1961, issue of the *Educational Record*.

The Council's Committee on College Teaching believes that the evaluation of faculty performance is a fundamental and critical issue which involves not only the productiveness and attractiveness of the profession but also, in the long run, the quality and prestige of higher education itself. Recognizing and rewarding superior faculty performance is a matter of central importance if colleges and universities hope to retain their best teachers, maintain high morale, and attract promising undergraduates to careers in higher education.

Information Concerning Newer Educational Media

Guides to Newer Educational Media, by Margaret I. Rufsvold and Carolyn Guss, identifies and describes the existing and readily obtainable bibliographic tools and services (catalogs, indexes, periodicals, specialized listings, and services and journals of professional organizations) which systematically provide information on the newer educational media—films, filmstrips, phonorecords, slides, radio, and television.

This 84-page annotated handbook is indexed by subject, title, and author, and is designed to assist teachers, librarians, materials specialists, supervisors, and other educators. It is based on a 1960 report compiled under a Title VIIB National Defense Education Act Contract between the U. S. Office of Education and Indiana University, supplemented by revisions and additions through February 1, 1961. The handbook is published and distributed by the American Library Association in cooperation with the Office of Education, U. S. Department of Health, Education, and Welfare, and may be purchased at \$1.50 a copy.

Grant to Assist African Students

A special Department of State grant of \$100,000 has been made to the Institute of International Education to assist African students now at United States colleges and universities. In announcing the grant, Kenneth Holland, President of the Institute of International Education, stated: "This action by the Office of Educational Exchange of the U. S. Department of State marks a departure from the traditional use of United States Government funds for foreign students. It recognizes that many able foreign students come to this country without United States Government assistance, either on their own limited funds or with private support from educational institutions or private organizations." Mr. Holland added that "The purpose of this Special Fund is to provide supplementary aid to as

many of these students from Africa as possible."

All applications for individual awards from this Special Fund for African Students must be submitted to the Institute of International Education through the student's college or university. To be eligible for an award, a student must be enrolled in an accredited college or university, must not have received United States Government aid either for travel to this country or for educational purposes, and must give written assurance of intent to return home upon completion of studies.

Preference will be given to African students from countries south of the Sahara, to undergraduates working toward a Bachelor's degree, and to those who request partial grants to supplement their present resources. Applicants for awards should have a good academic record, be interested and participate in extra-curricular activities, and be in a field of study important to the home country's development.

Opportunities for Study and Research in the Soviet Union

The Inter-University Committee on Travel Grants, representing United States colleges and universities, announces that it is soliciting inquiries and applications from graduate students and scholars who wish to spend all or part of the academic year 1962-1963 engaged in study and research in the Soviet Union as participants in the academic exchange between the United States and the U.S.S.R.

United States citizens under 40 years of age are eligible if they are graduate students, post-doctoral researchers, or faculty members at the time of application. Teachers of the Russian language in secondary schools are also eligible. Persons from all fields of study are encouraged to apply, provided that they can show reasonable professional and scholarly benefit to be derived from study in the Soviet Union.

A knowledge of Russian adequate to the needs of study and research is required. Other criteria for selection include intellectual ability, maturity, emotional stability, proven scholarly competence or indication of future professional promise, and substantial knowledge of both United States and Russian history and culture.

Periods of study and research between one semester and fifteen months can be arranged. Persons wishing to spend a minimum of one academic year in the Soviet Union may be accompanied by their wives. Limitations imposed by the Soviet side prevent exchange participants from taking their families with them.

Funds are available to cover all or part of the exchange participant's expenses, including maintenance of family, depending on the participant's own financial needs and resources.

Sixty-six United States graduate students and young faculty members have spent periods of between five months and two academic years in the Soviet Union since the exchange began in September, 1958. Thirty-eight additional ones will spend all or part of the year 1961-1962 there. An approximately equal number of Soviet students have spent up to a year in the United States since 1958.

The United States students have engaged in study and research in almost all fields of the social sciences and humanities. In addition, a number of physical and natural

scientists in the fields of geology, psychology, medicine, chemistry, fisheries, engineering, physics, botany, and mathematics have been exchange participants.

For further information and applications write to: Stephen Viederman, Deputy Chairman, Inter-University Committee on Travel Grants, 719 Ballantine Hall, Indiana University, Bloomington, Indiana.

Applications must be received no later than December 15, 1961, to be considered for the 1962-1963 exchange.

College Scientists Engaged in Research

The National Science Foundation has reported that almost 70,000 of the scientists and engineers at United States colleges and universities during 1958 (44 per cent of the total) were engaged in research and development. By field of science, the scientists and engineers were employed as follows: in the life sciences, 47 per cent; physical sciences, 26 per cent; engineering sciences, 17 per cent; and social sciences, 10 per cent.

Between 1954 and 1958, separately budgeted or "earmarked" expenditures for research and development in the natural and social sciences in colleges and universities increased from \$410 million to \$736 million. The growth of these expenditures necessitated an increase in the number of scientists and engineers engaged in research and development.

To meet the need for additional manpower, universities have apparently not increased materially the number of faculty engaged in research and development, but have, rather, allocated more faculty time for such activity. The number of faculty engaged in research and development rose by only 3 per cent from 1954 to 1958, while the number of faculty members engaged full-time in research and development rose from about 7000 to 10,400. Of the faculty engaged in research and development, 32 per cent were engaged full-time in 1958 compared to 22 per cent in 1954.

These findings of a survey on the expenditures and manpower resources in research and development in colleges and universities for the year 1958 are announced in *Reviews of Data on Research & Development*, No. 27, "Scientists and Engineers Engaged in Research and Development in Colleges and Universities, 1958." Copies of the publication may be obtained from the Superintendent of Documents, U. S. Government Printing Office, Washington 25, D. C., for ten cents.

Atomic Energy Commission Grants

Glenn T. Seaborg, Chairman of the U. S. Atomic Energy Commission, has announced that 175 grants totaling \$1,950,797 have been awarded to 165 educational institutions for the purchase of laboratory equipment to initiate or expand their curricula in the life and physical sciences and engineering related to nuclear energy. Ninety-seven of the colleges and universities are receiving grants from the Commission for the first time. Ten institutions are receiving grants in both the physical and the life sciences. The large number of new colleges and universities awarded grants reflects a Commission decision in August, 1960, to broaden its program of assistance for nuclear education to include

colleges of arts and sciences as well as qualified U. S. engineering schools.

These grants were awarded in two general categories: (1) physical sciences and engineering awards totaling \$1,400,717 to 111 institutions, and (2) life science awards totaling \$550,080 to 64 institutions.

Faculty Work Load Study

The American Council on Education recently published *How to Measure Faculty Work Load* by John E. Stecklein, Director of the Bureau of Institutional Research of the University of Minnesota. Dr. Stecklein prepared the brochure for the Council's Office of Statistical Information and Research, which since its establishment with support from the Carnegie Corporation, has had as one of its interests the development of institutional research.

The 51-page brochure discusses the uses and values of faculty work-load studies, describes various methods of measuring faculty work load, and recommends procedures for making a comprehensive faculty load analysis. Several forms are included.

Copies may be purchased (\$1.50 each) from the Council's Publications Office, 1785 Massachusetts Avenue, N.W., Washington 6, D. C.

New York State Regents College Teaching Fellowships

The State of New York awards each year a total of 250 Regents College Teaching Fellowships for graduate study to persons planning to teach at a college or university in New York State at the conclusion of their graduate preparation. Each fellowship entitles the recipient to an award of \$500 to \$2500 a year for two years, depending on financial need. Awards for 1962-63 will be made on the basis of scores of the January, 1962, Graduate Record Examination taken by New York State residents who expect to receive their baccalaureate degrees before September, 1962.

Any legal resident of New York State who will be a senior during the 1961-62 academic year in any college or university in the nation is eligible to apply for the fellowship. For further information likely applicants should write to the: Division of Educational Testing, New York State Education Department, Albany 1, New York.

To be eligible, a candidate must apply to the New York State Education Department before the January, 1962, Graduate Record Examination is taken.

Pennsylvania's New Fair Education Law

On July 17, Governor David L. Lawrence signed Pennsylvania's first Fair Education Opportunities Act. The new legislation requires educational institutions to make their records available for inspection by the Pennsylvania Human Relations Commission. The law exempts denominational institutions, and it does not affect the right of any school to accept and administer gifts from donors whose terms may place limitations on their use.

Enactment of the law followed studies which showed that some Pennsylvania colleges were accepting students on the basis of quotas, restricting the number of applicants they would take according to their racial and national

origins and their religions. The studies also revealed that some vocational schools had refused to accept students of minority races and religions, saying there would be no employment for them in their chosen fields. The act prohibits such discrimination.

Project for Sending Magazines Abroad

Magazines for Friendship, Inc., is a nonprofit organization which regularly supplies university professors and students abroad with good magazines published in the United States.

The Summer, 1960, issue of the *AAUP Bulletin* carried the following letter sent to the Association's General Secretary by Albert Croissant, President of Magazines for Friendship:

Learned, scientific, technical and professional journals published in the United States are eagerly sought in all foreign universities and public libraries. Since nothing does more to build up respect for our country, our college professors should send their journals abroad as soon as they have finished reading them.

Magazines for Friendship, c/o Occidental College, Los Angeles 41, California, will be glad to send lists of foreign colleges and public libraries to all inquirers. It is suggested that the faculty of each American college should "adopt" some foreign school and send a collection of good American journals to that place. In order to avoid duplications, it would be well to advise the office of Magazines for Friendship of such adoption.

Professors could readily urge members of their classes to send good magazines abroad, and receive in return copies of foreign magazines. This would be of much value to all foreign language classes.

Mr. Croissant has again written to the General Secretary, suggesting that faculty members "bestir all the foreign students in our colleges to submit many names and addresses of their key friends and teachers and librarians back home so that Americans can supply each of them [with good magazines and journals]." "Here is the most urgent, most significant project I can think of," he continues, "whereby the American teachers, and their students and schools, can quickly do more to win foreign friendship

than ten boatloads of politicians."

Magazines for Friendship will be glad to send its bulletins to all who request them.

Register of Scientists Interested in Overseas Assignments

American participation in the educational and economic development of other countries is likely to continue on an increasing scale during the next few years. In anticipation of the growing need for personnel under international programs in which it cooperates, the National Academy of Sciences-National Research Council is compiling a register of American scientists and other specialists who are interested in the possibilities of assignments abroad for periods ranging from several weeks to two years.

Assignments become available irregularly throughout the year, and they vary greatly with respect to location, duration, stipends, and responsibilities. Some programs sponsored by private foundations require scientists of high competence and reputation for short term lecturing and consultative duties in a single country or in several countries. A number of government-sponsored projects call for specialists who are available for two-year periods, have had previous experience in certain geographical areas, and are fluent in Spanish or French. Also, under the exchange program authorized by the Fulbright and Smith-Mundt Acts, younger as well as established science educators are welcomed as lecturers at many African, Asian, and Latin American colleges and universities.

Persons who wish to be considered for any of these assignments are asked to fill out a special form available upon request from the *Committee on International Exchange of Persons*, 2101 Constitution Avenue, N.W., Washington 25, D.C. Completion and return of the form will not constitute an application, but it will ensure a person's consideration for openings in his field.

The Register is intended specifically for specialists in the biological and physical sciences and related technologies. However, the Committee will be happy to receive inquiries from persons in other fields.

Organizational

NOTES

1961 Membership Campaign Nears Goal

In the Spring issue of the *AAUP Bulletin*, the Association announced a 1961 goal of 10,000 new members, an increase necessary to raise total national membership to 50,000 by January, 1962, and to achieve the first goal of the five-year drive to double national membership. As of August 15, approximately 5350 new members and more than 1000 former members have joined the Association, for a total increase of nearly 6400 members since January, 1961. Plans for the Fall Membership Campaign involve the recruiting of 3000 new members by November 15, the reinstatement of 1000 more former members by the close of the calendar year, and a special effort to reduce the large number of members who are customarily dropped from membership in December because of nonpayment of dues. Individual members and chapter officers are urged to exert every effort to assist in achieving these objectives.

Fall Membership Campaign

As in the past, the Washington Office will assist individual members and chapter officers in the conduct of local membership campaigns this fall. Revised information leaflets and application forms, new leaflets explaining the principles and programs of the Association in the areas of academic freedom and economic status, and up-to-date membership lists will be forwarded to all chapter presidents or secretaries early in September. One thousand copies of the *AAUP Bulletin* and a liberal supply of the *AAUP Newsletter* will also be available for free distribution to prospective members. The officers and staff of the Association will promote the membership campaign by personal appearances at membership meetings and dinners throughout the country. As a special inducement, the Association will provide a complimentary copy of the Winter issue of the *AAUP Bulletin* to all persons who join the Association prior to November 15. Moreover, no person who joins the Association between August 15 and December 31 will be liable for membership dues until January, when he will be billed for 1962 dues. Reinstatement policies have also been liberalized, with all former members entitled to rejoin the Association upon payment of current dues for the fall quarter (\$2.00); 1960 delinquent members may be reinstated upon payment of \$4.00.

New Chapters

Nine new chapters have been reported since the publication of the June issue of the *AAUP Bulletin*: Fairleigh Dickinson University (Teaneck, N.J.); Fashion Institute of Technology (N.Y.); Judson College (Ala.); Nebraska

State Teachers College at Chadron; Robert College (Istanbul, Turkey); St. John's University (Minn.); St. Petersburg Junior College (Fla.); Valparaiso University (Ind.); and Wisconsin State College (Superior, Wisc.). Many new chapters will be organized this fall and, to support this effort, the Washington Office is mailing organizational materials and sample chapter constitutions to members at all institutions where chapters have not yet been established. The total number of active chapters is now 668. New York, with 64 organized chapters, leads all other states, but major efforts are now under way in many states to promote local campus organization.

New State Conferences

With the encouragement of the Washington Office and the Assembly of State and Regional Conferences, representatives of chapters in the states of Colorado, Connecticut, Kansas, Maryland, Nebraska, New Hampshire, New Jersey, Washington, West Virginia, and Wisconsin will meet this fall to plan or to organize new statewide conferences. New state conferences were established last spring in Florida, Georgia, and Louisiana. The total number of state and regional conferences at present is 34.

College Teaching as a Career

This fall the Washington Office will once again distribute posters on "Opportunities in the Academic Profession" and the American Council on Education brochure *College Teaching as a Career*. The purpose of this program is to acquaint promising students with the attractions of academic life. Chapter officers and members of graduate faculties may obtain copies of the AAUP poster and the ACE brochure by writing to the Washington Office. They are also encouraged to request information leaflets and application forms for Junior membership for distribution to their graduate students. Junior membership dues are \$3.00.

New Dues Policy

As announced in the Summer issue of the *Bulletin*, the Council of the Association voted at its recent meeting to accept a recommendation of Committee F on Membership and Dues which provides that, beginning on January 1, 1962, the dues for all Active members shall be increased to \$10, except for those members whose base salaries for the normal academic year are less than \$6,000; the dues for this group will remain at \$8.00. The increase is in response to requests for extending the services of the Association and to meet deficits already incurred as a result of expanded activities.

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Academic Vacancies and Teachers Available

To assist in the placement of college and university teachers, the American Association of University Professors publishes notices of academic vacancies and of teachers available. Factual data and expressions of personal preference in these notices are published as submitted. It is optional with appointing officers and teachers to publish names and addresses or to use key numbers.

A member of the Association is entitled to publish one announcement of his availability during each volume-year at the rate of 50 cents a line or fraction thereof, subsequent insertions being charged for at the rate of \$1.00 a line or fraction thereof. Nonmembers may insert announcements at the rate of \$1.00 a line. For announcements indicating competence in more than one field, there is a charge of \$1.00 for each cross reference. There is no charge to institutions of higher education for the announcement of academic vacancies. Copy should be received by November 1 for publication in the Winter issue.

Letters in response to announcements published under key numbers should be sent to the Association's Washington Office for forwarding to the persons concerned, a separate letter for each person. Address in care of the General Secretary, American Association of University Professors, 1785 Massachusetts Avenue, N.W., Washington 6, D. C.

Vacancies Reported

Accounting: Teacher for a large Northeastern metropolitan university. Ph.D. and C.P.A. required. Preferably not over 40 years of age. Salary increments assured within professorial ranks. Tenure and excellent retirement system. Maximum salary \$17,000, exclusive of available appointments to the evening and summer sessions. Reply should state degrees, professional and teaching experience, and salary required.

V 1558

Electronics (Junior College): Instructor to teach electronics theory and mathematics, pulse circuits, measurements transistors. State experience in the fields of TV, radar, computers, magnetic amplifiers, microwaves. Send résumé and references to College Supervisor, Certificated Selection, Personnel Division, Los Angeles City Board of Education, 450 North Grand Avenue, Los Angeles 12, California.

French: Man, Ph.D., Catholic preferred, age 25-45, to teach elementary, intermediate and advanced French. Acquaintance with modern methods in the "new key" desired, and some knowledge of language laboratories. Write Father Robert Sullivan, Dean, College of Arts and Sciences, Villanova University, Villanova, Pennsylvania. Transcript of graduate work should follow application.

German: Small liberal arts college for women in Pennsylvania. Ph.D. or near Ph.D., to teach full schedule of courses from elementary to advanced, beginning September, 1962. Experience desired. Salary open, depending on qualifications. Liberal fringe benefits. Send résumé and references.

V 1559

Mathematics: The Air Force Institute of Technology, Wright-Patterson Air Force Base, Ohio, has a vacancy in the Department of Mathematics. Most of the work is at advanced undergraduate and graduate level. One quarter out of four free of teaching duties for research or other academic pursuits, plus vacation. Working conditions comparable to those in leading universities. Employment will be effected in accordance with Civil Service regulations. Rank and salary will depend

upon qualifications of applicant and may be anywhere between assistant professor, GS-11, \$7560 and full professor, GS-14, \$12,210. Applications should be made on Standard Form 57, available at any Post Office or by letter to Head of the Department of Mathematics.

Physics: Liberal arts college in South; teaching undergraduates with some opportunities for consultant's work with neighboring graduate school. Ph.D. desired. Beginning salary \$7200-\$7500 for nine months of teaching. Summer School teaching additional \$1500. Liberal fringe benefits.

V 1560

Range Management: Range ecology. Position open in College of Agriculture, small land-grant university; $\frac{3}{4}$ research, $\frac{1}{4}$ teaching, assistant-professor level, salary range \$7000-\$8500, 12-month appointment. Ph.D. preferred.

V 1561

Slavic Studies: Assistant Professor, Ph.D. or near. Will be required to be able to teach Russian on all levels and to carry out research in one of the following fields: (1) History of Russian Languages; (2) Comparative Slavic Philology; (3) 20th Century Russian Literature, including Soviet Literature; and (4) some period of pre-19th Century Russian Literature. Knowledge of another Slavic language an advantage. Salary depends on experience and qualifications.

V 1562

Teachers Available

Administration: Man, 46, married, 3 children. B.A., English; M.A., English; Ed.D., Higher Education (Univ. Southern California, June, 1961). 19 years teaching, including 11 years as Associate Professor under tenure at federal service academy. Seek challenging administrative opportunity with teaching privilege optional.

A 7870

Art History: Man, 36, family. Ph.D. Interested in leaving tenure position to join a more vital institution. Varied subject experience, including period courses, museum courses, and American Studies program. Publications. Interested in both research and teaching.

A 7871

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Art History, Criticism: Retiring, 66, available Sept., 1962. For special fields, consult Goucher College catalogue, Eleanor P. Spencer, Department of Fine Arts, Goucher College, Baltimore 4, Md.

Botany: Man, 29, married; recent M.S. from leading Eastern university. Several publications; professional societies. Military obligation fulfilled. Interest phycology, anatomy, morphology, etc. 4 years graduate teaching experience. Desire teaching position small college, with opportunity for doctoral study. Résumé upon request. A 7872

Chemistry: Woman, Ph.D., 1956. Research experience in biochemistry. Interested in college teaching. Available September, 1961. A 7873

Criminologist: Available during Fall and Spring terms, 1961-62, for one-week visits. Ten two-hour lectures covering broad range of criminological problems or limited to intensive coverage of specific field. A 7874

Dean of Women or Teacher of Guidance in College or University: M.A., guidance and personnel, extensive experience in high school and college teaching; college and university dean; program and field work with national organizations. A 7875

Dramatic Literature, Playwriting, Direction: Man, 50, Ph.D. 20 years experience in professional and university theatre, work in motion pictures and television as writer, actor, director; many publications; seek association with expanding, creative-minded department, preferably on graduate level; specialist in American and contemporary world drama; anxious to aid in development of future playwrights, direct other than warmed-over Broadway plays, and encourage original research in theory and criticism. Available June or Sept., 1962, or earlier if necessary. A 7876

Education: Husband, 40, D.Ed.; wife, 40, A.M.; desire college teaching and supervision of student teachers respectively, elementary education. Eight and five years experience at college level. A 7877

Education: See Mathematics-Education, Key No. A 7888.

English: Man, 35, married, 2 children. Ph.D.; P.B.K.; 10 years college and university teaching; have participated in building graduate program to Ph.D.; have taught world literature, English lit. survey, modern novel, and modern drama at lower levels and 18 C. English lit. and history of English novel at senior and graduate levels. Numerous articles on 18 C. lit., one book published late 1960, another now completed. Currently in tenure position as Assistant Professor in congenial dept. in Midwestern state university, but wish to leave because satisfactory solution to present administration-faculty dispute seems improbable. A 7878

English: Man. Ph.D. Presently in administration of state college; seek position with university or liberal arts college where broad teaching experience and background in both literature and philosophy would be fully utilized. Have taught on both graduate and undergraduate levels, directed research, supervised development of general education program. Phi Beta Kappa, publications, editorial experience. Particularly interested in teaching development and structure of English language. Would welcome position with time for productive scholarship. A 7879

English: Man, 33, family. Ph.D. 9 years university teaching experience at same institution in wide variety of literature and writing courses, including some offered for graduate credit. Specialties, American Literature, Modern Novel, Humanities. Also have wide experience in teaching adult evening courses. Good teacher. Publications include textbook and 8 articles in literary and scholarly journals. Critical book in press, scheduled for publication in spring, 1962. Other work in progress and/or currently submitted. Additional professional activities include 5 papers at meetings of scholarly societies, reviews, notes, editorial contributions, series of radio talks on modern literature broadcast nationally by National Assn. Educational Broadcasters. Present position secure and comfortable, but offers too little room for growth and too

few rewards for hard work. Prefer East, but location secondary to promising opportunity. A 7880

English: Assistant professor in Ivy League; one book and a dozen articles; wish to move to a college or university which is less dedicated to departmentalism. I might even take a small salary cut if I could teach an occasional course in the history of ideas. A 7881

English: Man, 36. Ph.D. 13th year university teaching; publications, scholarly and imaginative writing; have taught advanced courses and seminars in the novel, Victorian literature, American literature, advanced composition, creative writing; presently assistant professor in medium-sized liberal arts college. Desire small liberal arts school. No urgency. Looking for the right "spot." A 7882

English: Man, 36, married, 2 children. Ph.D. Over 10 years teaching experience. Several articles published; 2 books forthcoming. Specialties: fiction, criticism, American literature, 18th century English literature. Prefer a non-Southern, non-urban location. Available September, 1962. A 7883

French, Laboratory Techniques: Ph.D., 41, several books published. Desire appointment in university willing to install or improve upon existing language laboratory and to allow experimentation in advanced audio-visual language teaching techniques. Teaching fields: elementary, intermediate, advanced, and graduate courses in language and in 18th and 19th century French literature. Available fall, 1961, or summer and fall, 1962. A 7884

History: Man, 47, widower. Ph.D., Phi Beta Kappa, Phi Alpha Theta. American: 20th century (specialty), Jacksonian period, U.S. survey; interested in social and intellectual. Also, Modern Europe survey, general education social studies courses. Excellent references. Several publications in progress; must have time for research and writing, although teaching is held to be of uppermost importance. Available Sept., 1962. A 7885

History: Man, 36, married, children. Ph.D. 7 years experience in small liberal arts college. Have taught survey of western civilization, Renaissance and Reformation, international relations. Additional interest in the history of Christianity. West or Pacific Coast only. Available June, 1962. A 7886

History: Man, 42, married. Ph.D. Phi Beta Kappa, Fulbright Scholar (France). 10 years teaching experience. One book, one textbook, numerous articles in field of modern European intellectual history. Long experience directing western civilization survey course. Wish teaching position with maximum load of 10 hours. Possible interest in departmental chairmanship and considerable interest in directing honors program. Have been teaching advanced courses on Europe since 1789, and on European thought since the Renaissance. Tenure in present position. Wish integrated university or good non-denominational liberal arts college. Available September, 1962. Minimum, \$8000. A 7886-1

Mathematics: Woman. 7 years experience, college and university teaching. M.S., University of Michigan. Available September, 1961. A 7887

Mathematics-Education: Man. Ph.D. 20 years college and university experience. Seek graduate school of education, liberal arts or teachers college interested in developing a strong mathematics program or expanding services. A 7888

Music: Woman, 40. B. Music, M.S. in Music Ed., Mus. D. (earned). 6-1/2 years teaching and supervising in elementary and secondary schools; 13 years teaching in liberal arts college. Present rank of associate professor. Interested in similar college position in Southwest or Pacific Coast location. Can teach organ, ear-training, elementary theory, history of music and literature; also music education subjects. At present directing college choir and glee club. Also years of experience as church organist and choir director. Available September, 1962. A 7889

Musicology: Man, 31, married, Catholic. M.A., University of North Carolina; Ph.D., Cornell. Associate professor with tenure in large music department of Southern state institution; American, British, German, and Hungarian publications; 2 books in progress; 8 years experience in graduate, under-

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graduate, and secondary teaching; officer in AMS and NACWPI; percussionist with symphonic experience; member Sinfonia, MENC, NCMEA, AFM, AAUP. Available September, 1962. A 7890

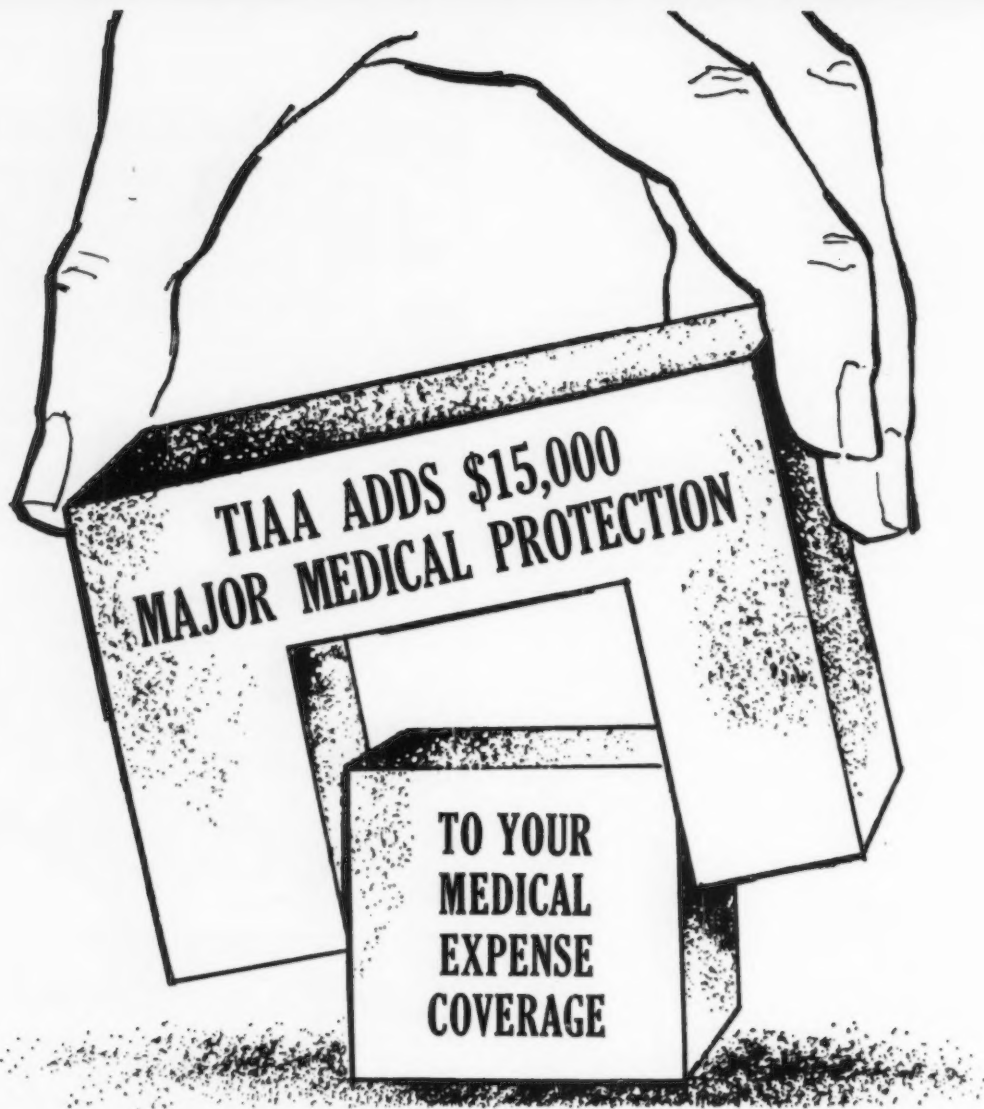
Parasitologist-Zoologist: Man. Ph.D. Several years teaching experience in medical and veterinary parasitology, microbiology, vertebrate and invertebrate zoology. Academic, commercial, and tropical field research experience. Publications. Seek a teaching and research position in parasitology and/or zoology where teaching is of primary importance. Interested in established or developing new courses in nematology, helminthology, protozoology, entomology, and physiology of parasites and symbionts. A 7891

Pianist: Woman, graduate of German conservatory, experienced, available. A 7891-1

Psychology: Man, 28, married, 2 children. Ph.D., Duke U. Teaching graduate and undergraduate courses and research in areas of general experimental psychology, learning and motivation, operant conditioning, generalization and discrimination. 4 years full-time teaching, supervision of many M.A. theses and other individual research projects. 10 publications, others in process. Currently on U.S.P.H.S. research grant. Current salary \$7100. Available Sept., 1962; anywhere. A 7892

Woodworking Specialist: Man, 48, married. Ed.B. (industrial and vocational education). 15 years experience in college laboratory teaching. 13 years industrial experience. Program coordinator. Graduate apprentice from nation's largest machine tool mfr's. program. Now teaching furniture design and construction, wood patternmaking and foundry practice, industrial design modelmaking, engineering drawing. Graduate work in progress. Available June, 1962. A 7893

Zoologist (general and vertebrate); Ecologist: Ph.D. (California). 13 years of college and university teaching, research, and administration. A 7894



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American Association of University Professors
1785 Massachusetts Avenue, N. W. Washington 6, D. C.

Application for Active Membership

Please do not use this application if you are now a member

Name of applicant { Mr. } { Mrs. } { Miss }
(Please Print) (Last) (First) (Middle)
Present academic connection (Institution) (City) (State)
Date of appointment
Present rank or other evidence of faculty status

Subject Department or School
Number of hours per week of teaching; of research
Do these hours constitute at least half a normal work load in your department?
Is the work of students in the courses you teach accepted toward an academic degree?

Signature of applicant
Preferred mailing address (Number and Street, or Institution) (City) (Zone) (State)

On the basis of present salary, my annual dues (see below) will be ☐ \$10.00 ☐ \$ 8.00

Eligibility

A person is eligible for admission to Active membership if he has at least a one-year appointment to a position of at least half-time teaching and/or research,* with the rank of instructor or its equivalent or higher or other acceptable evidence of faculty status, in an approved institution (one on the lists of the established regional or professional accrediting associations, subject to modification by action of the Association).

Annual dues for Active membership are \$10.00 or \$8.00 depending on salary for the normal academic year. Dues for persons with base salaries of \$6,000 or more are \$10.00; for those with base salaries of less than \$6,000, \$8.00. A person whose application is received between May 16 and August 15 will be liable for only a half-year's dues (\$5.00 or \$4.00). If an applicant wishes, he may have his membership sponsored by an Active member of the Association.

Sponsor Signature Institution

Received Acknowledged
* Department chairmen, and librarians with faculty status, are eligible for membership even if they do no teaching.
*(OVER)

American Association of University Professors
1785 Massachusetts Avenue, N. W. Washington 6, D. C.

Application for Junior Membership

(Please print or type information requested, filling in all blanks)

Name of applicant { Mr. } { Mrs. } { Miss }
(Please Print) (Last) (First) (Middle)
Present academic connection, if any (Institution) (City) (State)
Rank or title, if any

Subject Below please indicate graduate degree(s) or present status of graduate work:
Institution Degrees or Status Dates

Signature of applicant
Preferred mailing address (Number and Street, or Institution) (City) (Zone) (State)

Eligibility

A person is eligible for admission to Junior membership if he is, or within the last five years has been, a graduate student in an approved institution (one on the lists of the established regional or professional accrediting associations, subject to modification by action of the Association). But no one may become a Junior member if he is also eligible for Active membership.* A Junior member who becomes eligible for Active membership must notify the Association of his change of status and be transferred.

Annual dues for Junior membership are \$3.00, but a person whose application is received between May 16 and August 15 will be liable for only a half-year's dues (\$1.50). If an applicant wishes, he may have his membership sponsored by an Active member of the Association.

Sponsor (Signature) (Institution)

Received Acknowledged
*(OVER)

* One is eligible for Active membership if he has at least a one-year appointment to a position of at least half-time teaching and/or research with faculty status in an approved institution. Only *Junior* and *Active* memberships are attainable through application. From either, one may be transferred to *Associate* membership (required of one entering academic work that is primarily administrative), or *Emeritus* membership (optional for one retiring for age).

Anyone in doubt about his status should write to the Association for clarification, giving full details.

The membership year in the Association is the calendar year (January 1 through December 31).

A person whose application is received before May 16 becomes a member effective as of January 1 of the current year, and receives the year's four issues of the *Bulletin*.

A person whose application is received between May 16 and August 15 becomes a member effective as of July 1 of the current year, and receives the Autumn and Winter issues of the *Bulletin*, unless he requests that his membership become effective as of January 1 of the current year. If he so requests, he should forward \$3.00 with his application form.

A person whose application is received after August 15 may be admitted promptly to membership, but he will not be liable for dues until the following year. If he wishes to make his membership retroactive to July 1 he should submit \$1.50 with his application form.

An applicant may forward his check for current year's dues with his application form or wait to receive a formal statement of dues from the Association.

Lists of new members are sent to chapter officers four times a year.

* One who is not yet eligible on all points for Active membership may become a Junior member (annual dues \$3.00) if he is, or within the last five years has been, a graduate student at an approved institution. Only *Active* and *Junior* memberships are attainable through application. From either, one may be transferred to *Associate* membership (required of one entering academic work that is primarily administrative), or *Emeritus* membership (optional for one retiring for age).

Anyone in doubt about his status should write to the Association for clarification, giving full details.

A husband and wife who are both *Active* members may request a joint membership, whereby they will receive only one issue of the *Bulletin* and the dues of one will be reduced by \$3.50. A husband and wife who are both *Junior* members may request a similar arrangement whereby the dues of one are reduced to \$1.00.

The membership year in the Association is the calendar year (January 1 through December 31).

A person whose application is received before May 16 becomes a member effective as of January 1 of the current year, and receives the year's four issues of the *Bulletin*.

A person whose application is received between May 16 and August 15 becomes a member effective as of July 1 of the current year, and receives the Autumn and Winter issues of the *Bulletin*, unless he requests that his membership become effective as of January 1 of the current year. If he so requests, he should forward \$10.00 or \$8.00 with his application form, depending on salary status.

A person whose application is received after August 15 may be admitted promptly to membership, but he will not be liable for dues until the following year. If his application is received in the Washington office before November 15, he will receive the Winter issue of the *Bulletin*. If he wishes to make his membership retroactive to July 1 he should submit \$3.00 or \$4.00 with his application form, depending on salary status.

An applicant may forward his check for current year's dues with his application form or wait to receive a formal statement of dues from the Association.

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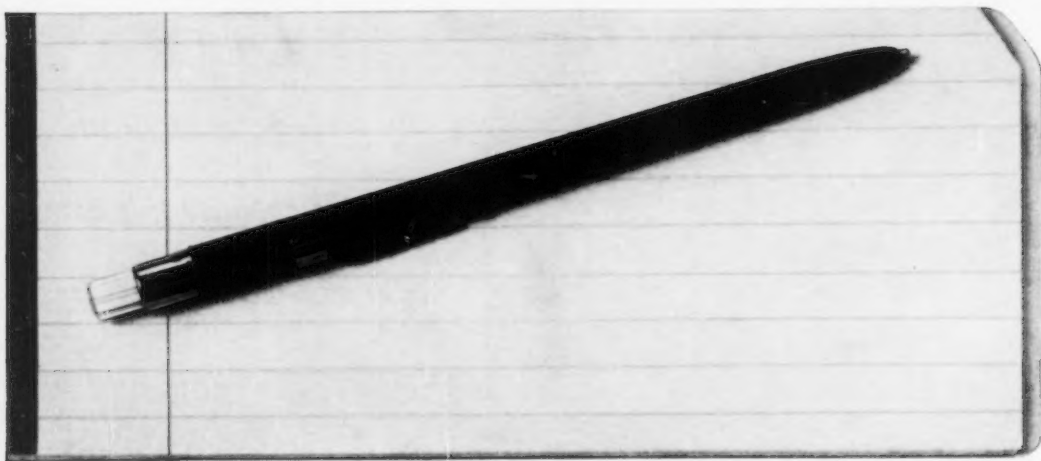
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Guided by these statements the computer automatically produces a tape with numerical instructions for each tool motion needed to machine the part.

Some day instructions for all types of computer operations may be written in a form of basic English. By working toward this goal, IBM is helping solve more quickly the complex problems arising in business and science.

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